



Our Working World

Families at Work

By Lawrence Senesh
Professor of Economic Education
Purdue University

Activity Book



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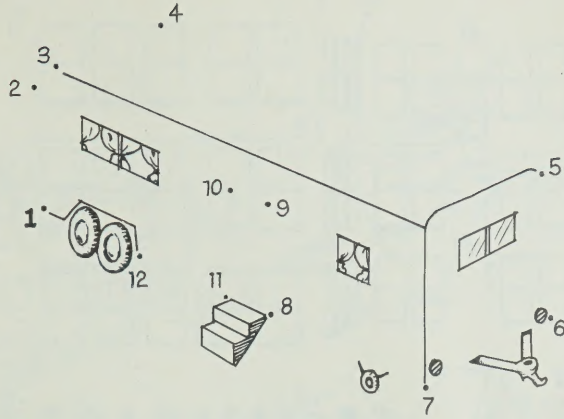


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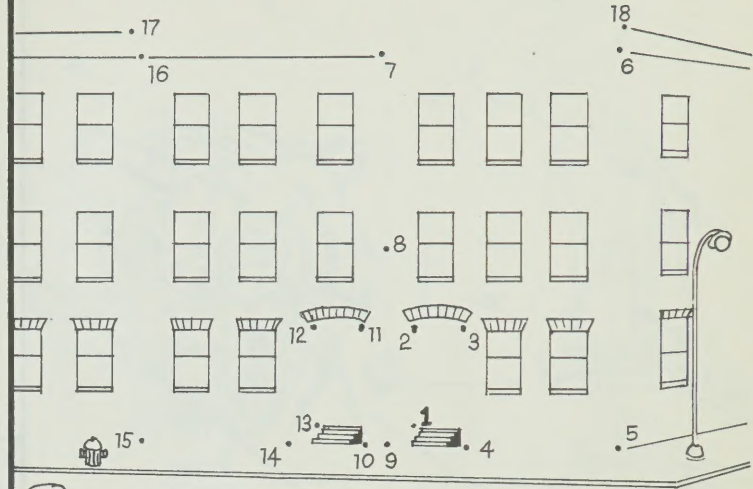
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1A: My House

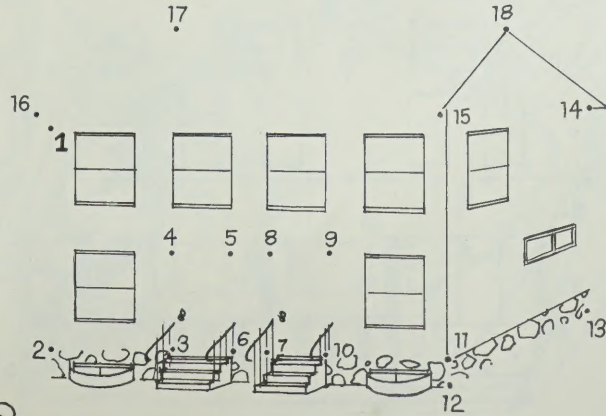
lower left-hand corner.) When they have completed the pictures, the children can circle the home that most resembles theirs. Discussion should bring out that people live in many different kinds of houses.



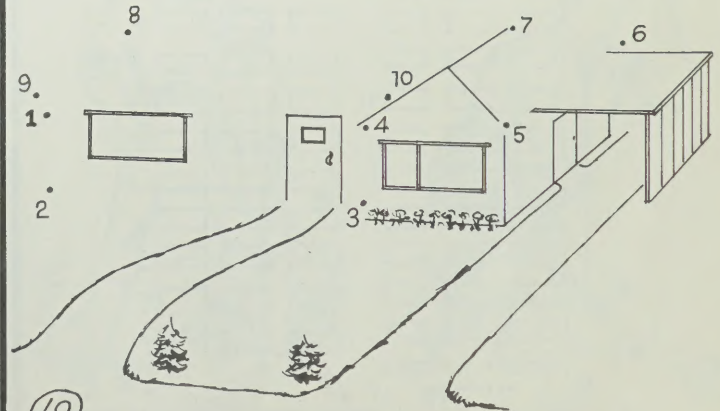
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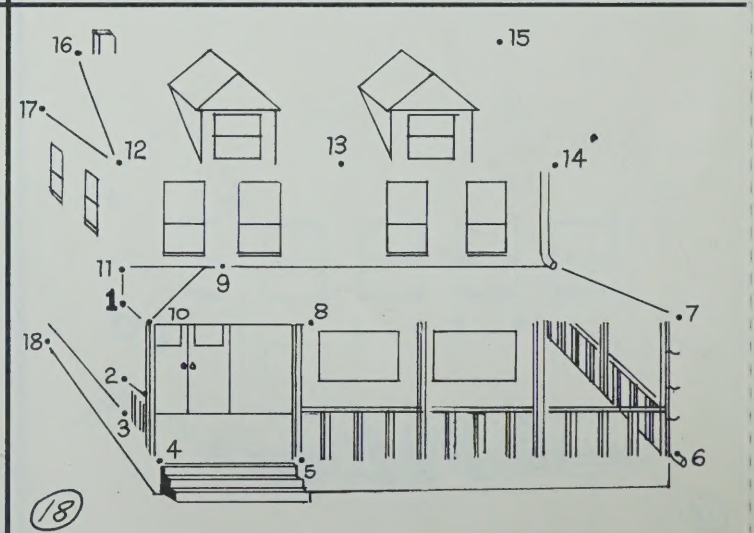
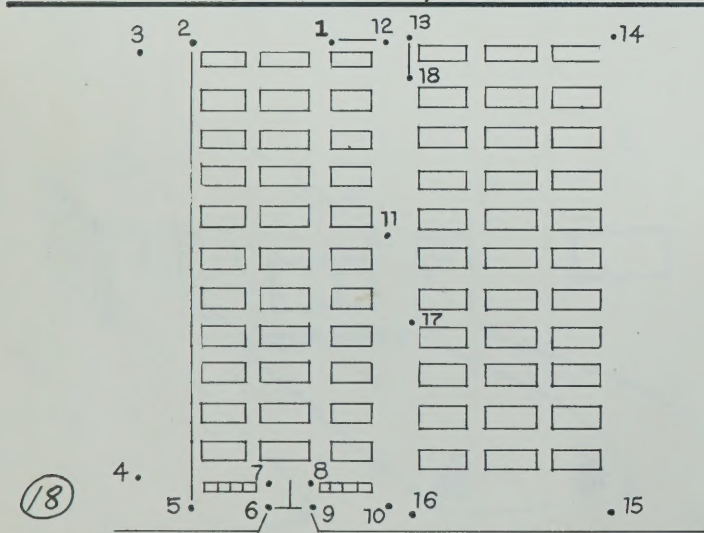
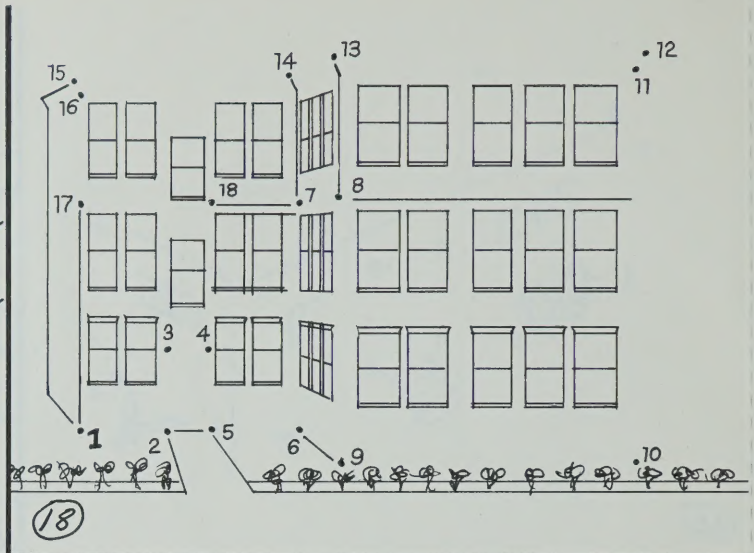
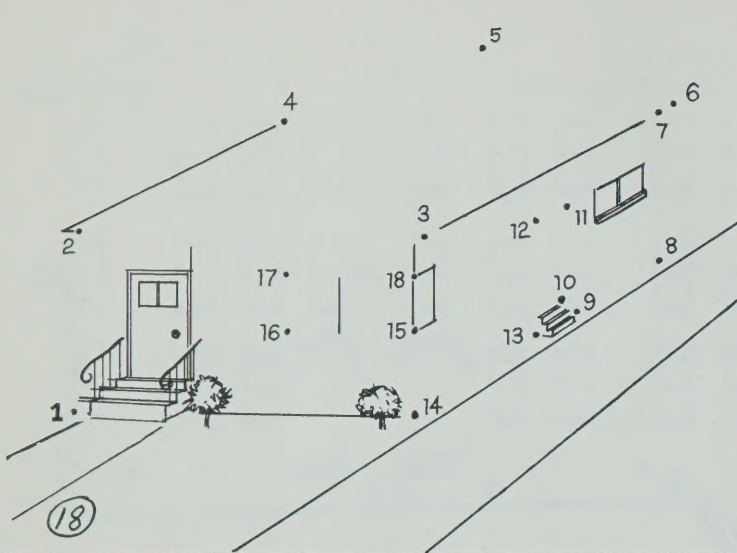
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DIRECTIONS: The children should complete each picture by drawing a line from dot to dot, beginning at dot No. 1, proceeding to dot No. 2, and so on until they reach the last dot. (The number of dots in each picture is indicated in the dot.)

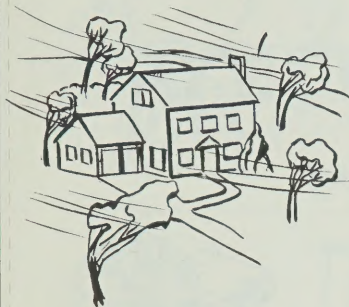
1A: My House



bring out that there need be no protection against such imaginary dangers as witches and dragons, and that a house offers safety from natural elements such as wind, sun, rain, and snow.

DIRECTIONS: The teacher should read aloud the captions accompanying each picture and have the children draw a circle round each picture that shows something that their houses *really* protect them against. The activity should

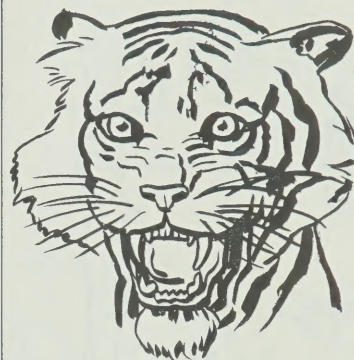
1B: My House Keeps Me Safe



Wind



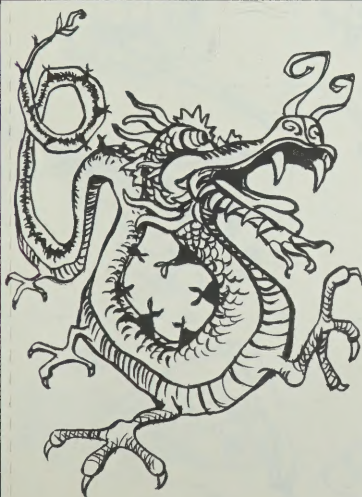
Witches



Tigers



Rain



Dragons



Snow



Giants

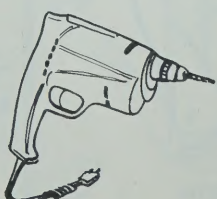
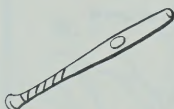
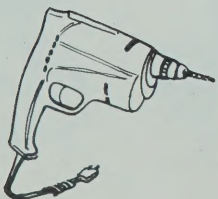
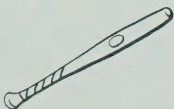


Sun

1C: The Things That We Want Change All the Time

DIRECTIONS: In the first column the children should circle each item that a baby would want; in the second column they circle each item that a boy would want; in the third column, each item that a grown man would want.

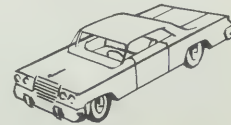
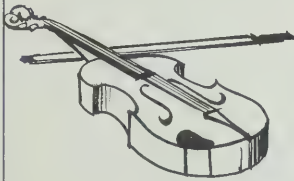
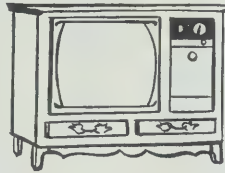
Consideration of the items circled in each case should lead the children to discover that the same people want different things at different times in their lives, and that their wants change as they themselves change.



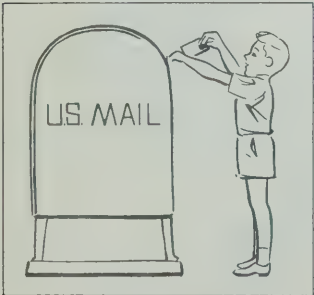
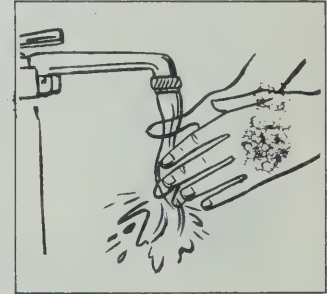
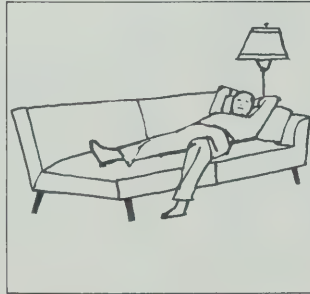
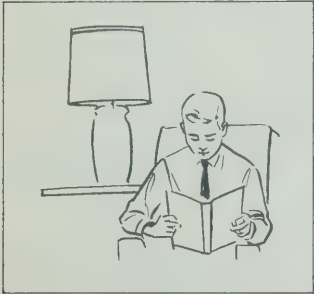
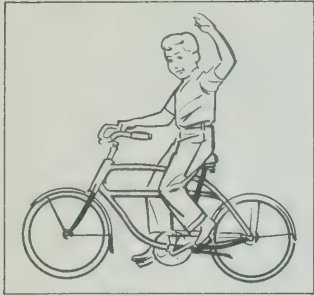
2A: What Families Cannot Live Without

sion afterward can emphasize that while many of the items are desirable and useful, only food, clothing, and shelter are necessities that every family must have.

DIRECTIONS: The children should study the pictures and decide which items no family can live without. They then draw circles round the pictures of these items. Discuss-



2B: People Who Use or Use Up Things Are Consumers



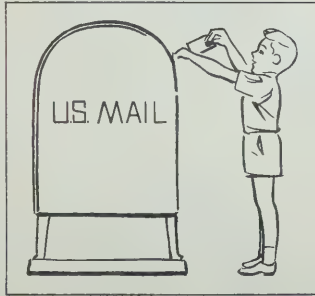
DIRECTIONS: The children should study each picture. If it shows a person who is *only* consuming, and not producing, they should make a large C on the line directly under the picture. The teacher should explain to the children that even producers consume (they use tools and materials to produce), but in this activity pupils are supposed to identify only those who are just consuming.

Children that even producers consume (they use tools and materials to produce), but in this activity pupils are supposed to identify only those who are just consuming.

2C: People Who Do Useful Work Are Producers

DIRECTIONS: The children should study each picture. If the person shown is producing (doing useful work), they should make a large *P* on the line directly under the pic-

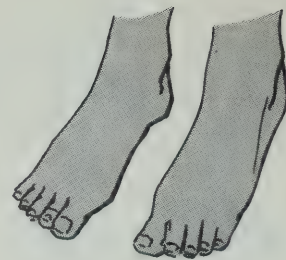
ture. The discussion following the completion of Activities 2B and 2C should reinforce in the children's minds the difference between producing and consuming.



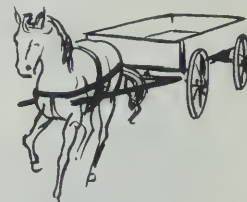
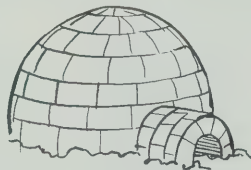
3A: Families Are Different



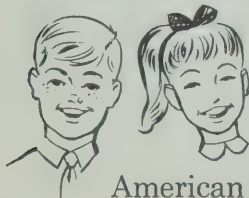
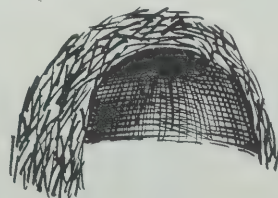
Eskimo



Bushman



Pueblo



American



DIRECTIONS: The children should study the pairs of boys and girls in the left-hand column and the shelter, food, and transportation in the next three columns. They are then to draw a connecting line from each pair to its type

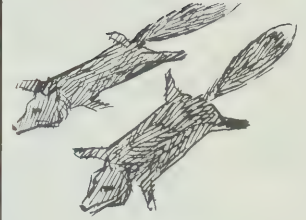
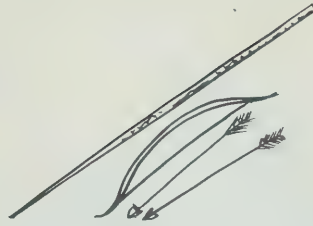
of shelter, on to its food, and then on to its transportation. (To avoid confusion, the teacher can first identify items, but should be careful not to reveal the answer by calling an igloo an "Eskimo igloo," or the like.)

3B: Families Are Different

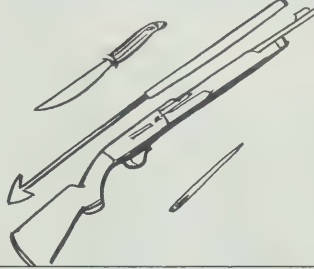
its type of tools, on to its leisure activity, and then on to its currency. (To avoid confusion, the teacher can first identify items, but should not reveal the answer by calling a dance a "Bushman dance," or the like.)



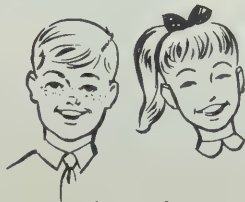
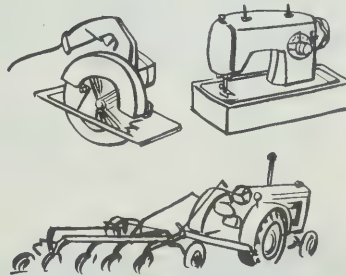
Eskimo



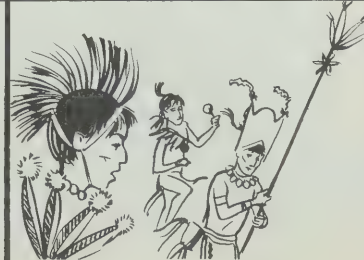
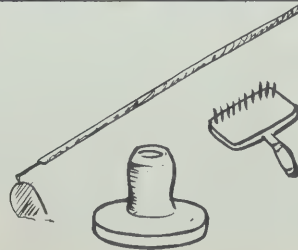
Bushman



Pueblo



American



DIRECTIONS: The children should study the pairs of boys and girls in the left-hand column and the tools, leisure activities, and currency in the next three columns. They should then draw a connecting line from each pair to

3C: Where Is It Easiest to Work?

DIRECTIONS: The children should examine each of the pictures with the purpose of determining the kind of climate, soil, and terrain depicted. They should then circle

the picture that shows the setting in which conditions for work are most favorable. Discussion should bring out the advantages and disadvantages of each location pictured.



DIRECTIONS: The children should study each picture and decide whether the person shown is producing a good or a service. They should then draw a circle round the word *goods* or *services* under the picture. (The teacher can write

the words on the blackboard and identify them to eliminate the chance of error due to reading difficulties.) During the follow-up discussion pupils can review the difference between goods and services.

4A: Goods and Services



Goods Services



Goods Services



Goods Services



Goods Services



Goods Services



Goods Services



Goods Services



Goods Services



Goods Services



Goods Services



Goods Services



Goods Services

4B: Some People Cannot Produce

DIRECTIONS: The children should study each picture and decide whether the person shown can produce. They should then draw an X through the picture of each person who cannot produce. After completing the activity, the

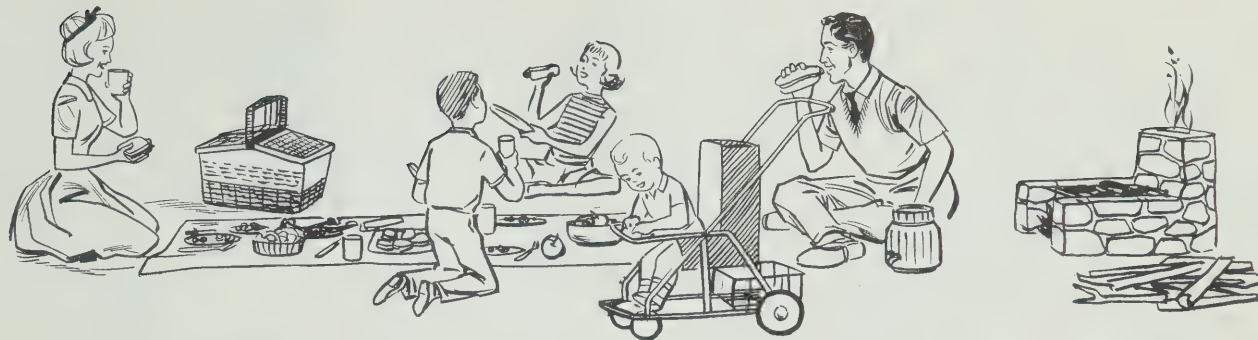
children can discuss the fact that some people cannot produce because they are too young or too old, or are sick or injured. The discussion can also bring out the point that those who can produce help those who cannot.



5A: How Did This Family Divide the Labor?

row (packing the lunch, making the fire, setting plates, gathering firewood) and draw a line from the item to that person in the row below. Various combinations are possible and their relative merits can be discussed.

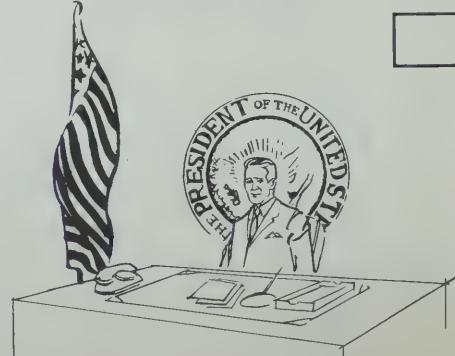
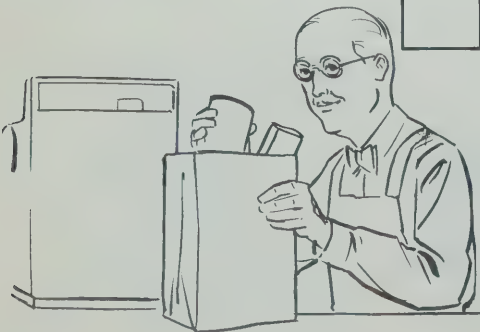
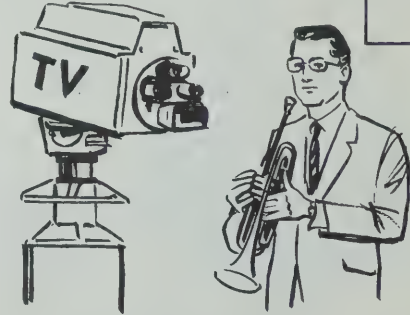
DIRECTIONS: While the children study the illustration across the top of the page, the teacher explains that a picnic is easier if the work is divided. The children then decide which person might have done the jobs shown in the second



5B: Whom Does Our Family Depend On?

DIRECTIONS: The children should study each picture and decide whether their families depend on the person shown. If they think so, they mark an X in the box at the upper right-hand corner of the picture. Many children may

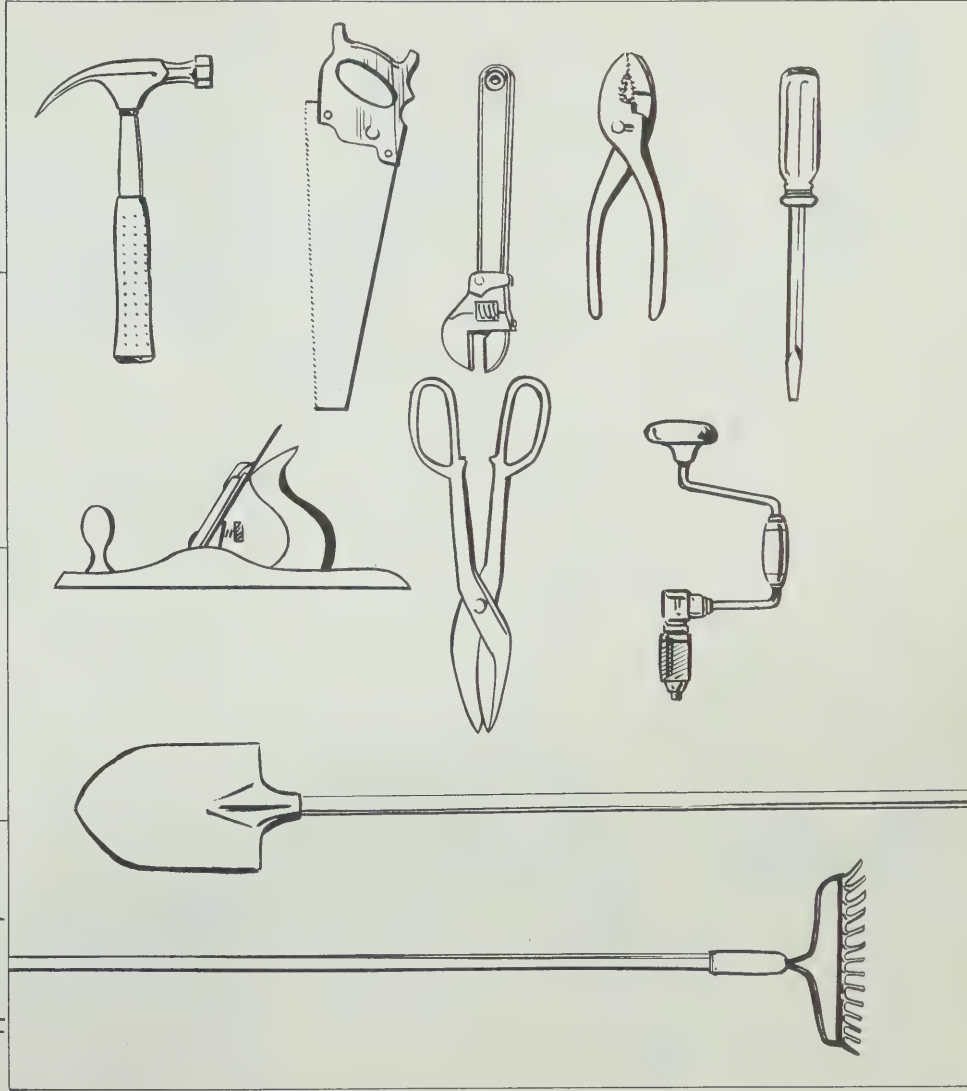
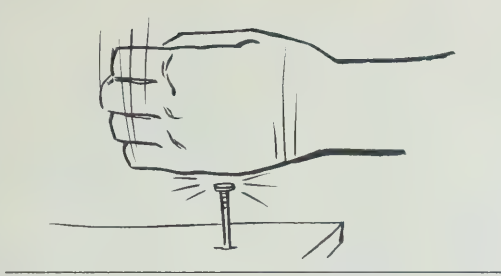
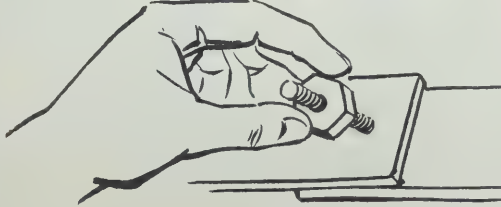
fail to mark the musician and perhaps others of those pictured. Follow-up discussion should bring out that with specialization we are dependent in some way on all those pictured, including the musician (for entertainment).



6A: Tools Help Us Produce Faster and Better

DIRECTIONS: To avoid possible confusion, the teacher should first explain what the man is doing in each of the pictures at the left of the page and identify each of the tools shown at the right. The children should then consider each

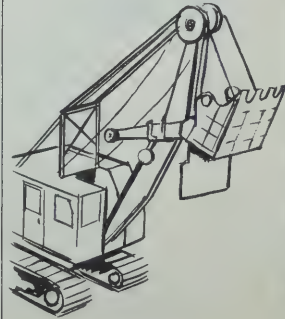
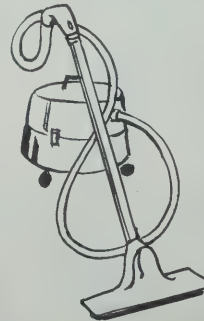
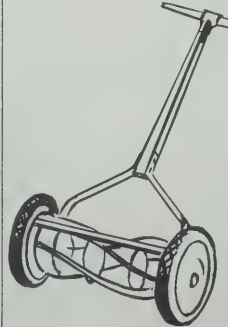
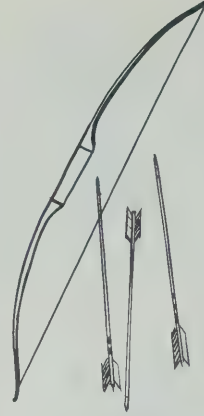
action at the left and decide which tool would help the man to perform this work. When they have decided upon a particular tool, they are to draw a connecting line from the action to the appropriate tool.



6B: Better Tools Help Us Produce Faster and Better

DIRECTIONS: The teacher should first identify each of the items pictured. The children should then study each tool shown in the top row and decide which of the machines shown in the bottom row represents an improvement of the

tool. When they have made their choice, they are to draw a connecting line from the tool to the related machine. Suggestions for a follow-up discussion will be found in the Resource Unit.



6C: Tools and Machines Need Care

DIRECTIONS: The teacher should first identify each of the items pictured. The children should then study each of the tools or machines shown in the left-hand column of each of the two activity panels and decide which of the tools and

materials pictured at its right would be the best to use in taking care of it. When they have decided on the appropriate tool and material, they are to draw a circle round it.

7A: Some Families Work in Their Free Time

DIRECTIONS: The children are to trace a clockwise course along the path with a pencil. Each time the pencil comes to a picture representing work, the line should turn in before continuing on its way. Pictures not representing work should be passed by without turning in. In choosing their route, the children learn to distinguish between work and leisure activities; they also learn that the family has a choice of working or playing in its free time.



be passed by without turning in. In choosing their route, the children learn to distinguish between work and leisure activities; they also learn that the family has a choice of working or playing in its free time.

7B: When Does Father Save Money?

DIRECTIONS: The children should study each pair of pictures and decide whether Father would be saving money by doing the free-time activities shown. If they think he would, they should mark an X in the box in the upper left-

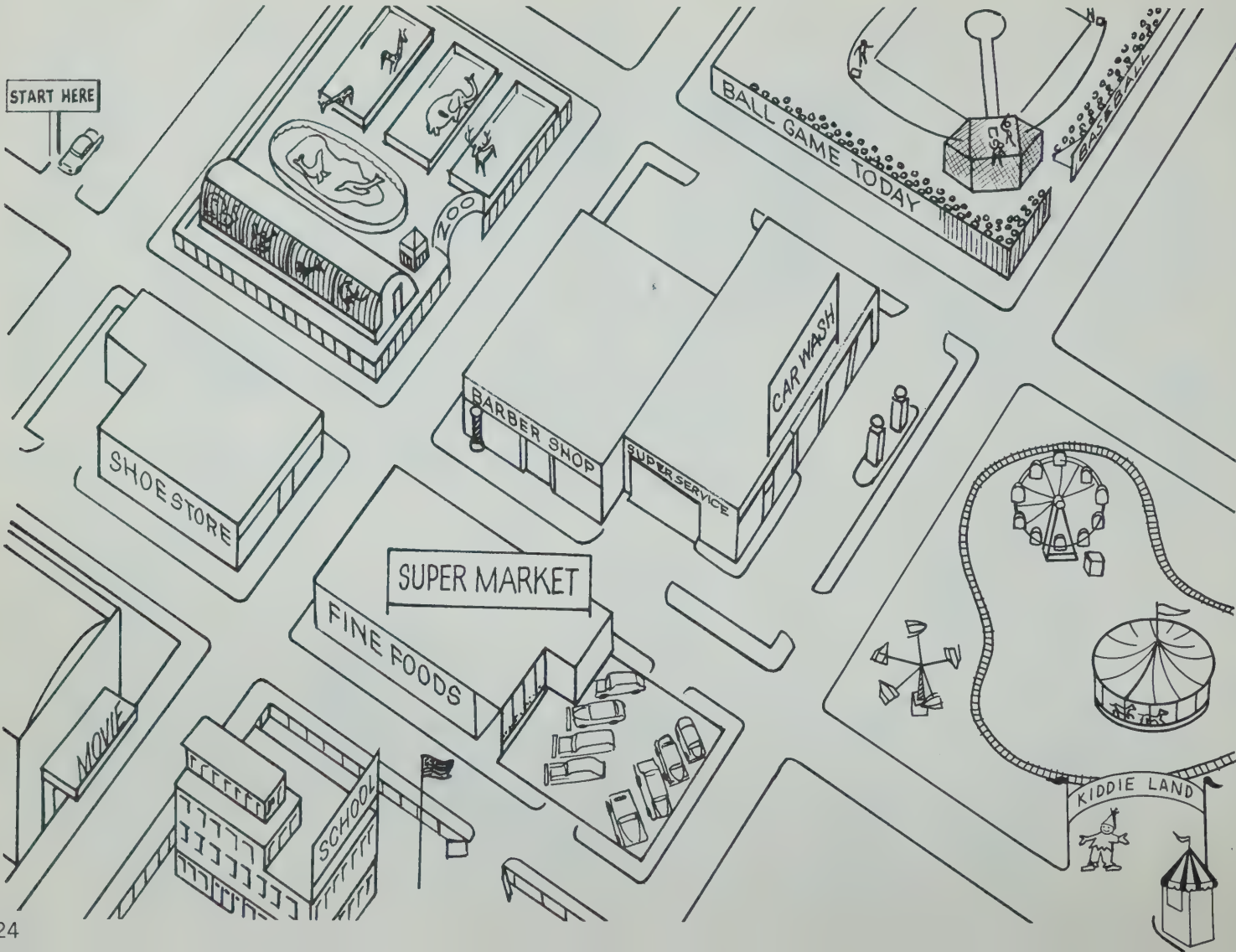
hand corner of the picture. Some children may think that Father saves money by fishing, but it can be pointed out that he is obviously fishing as a sport and probably spending more money than the fish are worth.



8A: Some Families Play in Their Free Time

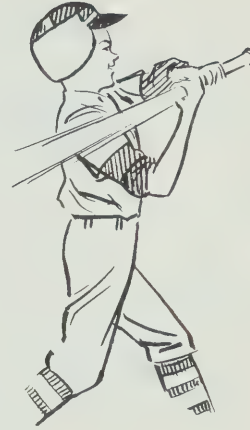
DIRECTIONS. The teacher should first identify each of the businesses or amusements shown. Starting at the upper left, the children then trace a pencil-line route through the streets. They are to turn in at each place of recreation, but

bypass locations devoted to other purposes. In choosing their route, the children must distinguish between recreation and work and are reminded that families can choose to play or to work in their free time.

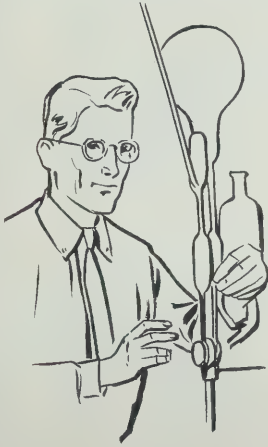


8B. Sometimes Our Hobby Becomes Our Job

particular job, they should draw a connecting line from the hobby to the job. Suggestions for a follow-up discussion are contained in the Resource Unit.



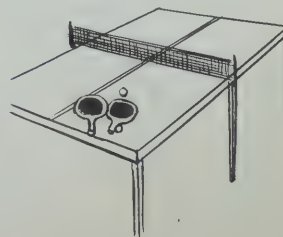
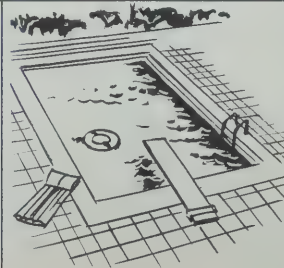
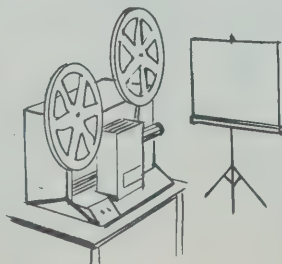
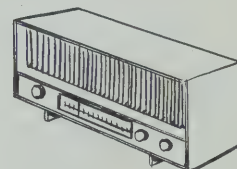
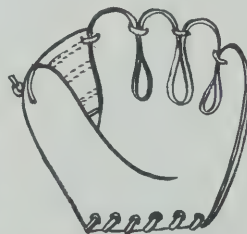
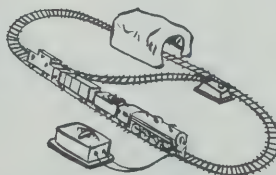
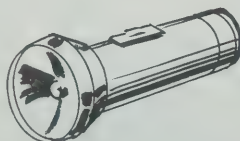
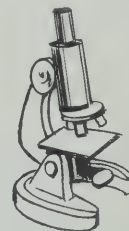
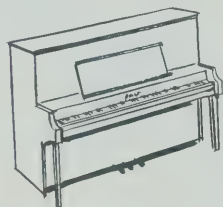
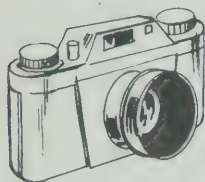
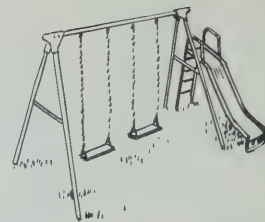
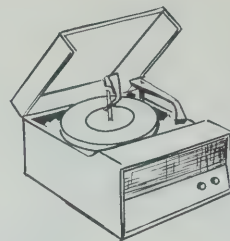
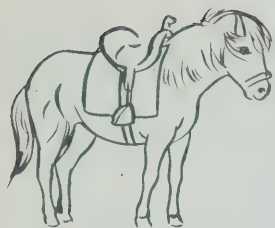
DIRECTIONS: The children should study the hobbies or childhood pursuits pictured in the upper row and try to relate them to the adult occupations in the lower row. When they have decided that a particular hobby is related to a



9A: What Do You Wish For?

DIRECTIONS: The children should study each picture and decide whether or not they would want to have the article pictured. If they think they would, they should draw a circle round the picture. Afterward the teacher should

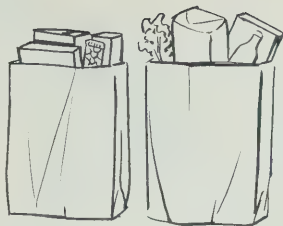
ask how many children wished for all the items, for fifteen items, for ten, five, and so on. Discussion should bring out that wishes are unlimited and any child could have wished for all the items.



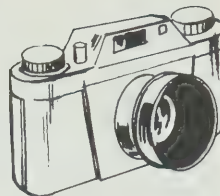
10A: What Do Families Buy First?

and draw a 2 in the box under these. Finally, they decide which items need not be bought right away and draw a 3 in the box under these. Food, clothing, and shelter should be marked 1, but other choices may vary.

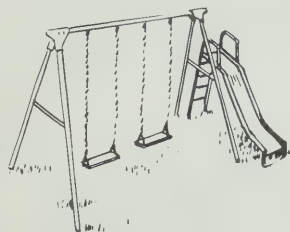
DIRECTIONS: The children should first look at all of the pictures and decide which of the items shown are most needed by the family, drawing a 1 in the box under these items. They then decide which items should be bought next



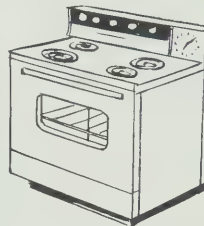




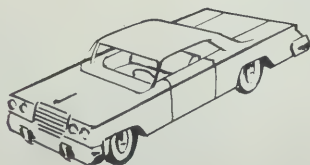














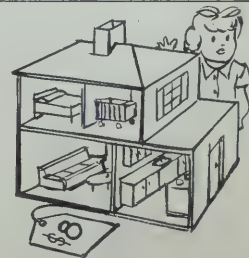
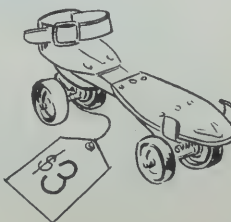
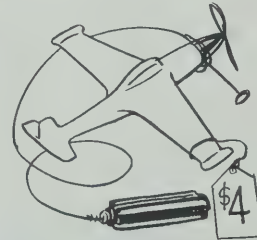
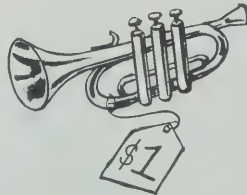
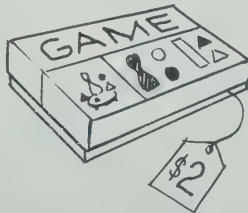
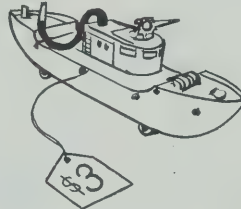
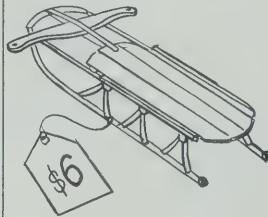
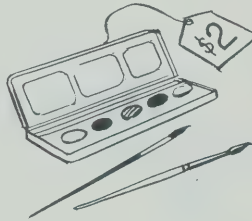
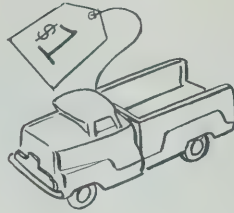




10B: We Make Choices

DIRECTIONS: The children should study the items pictured and their prices. Deciding which item or items they want to buy with the five dollars shown at the left of the page, they make a circle round the picture or pictures.

As they spend, they cross out dollar bills in the left-hand column. When they have finished, they add up what they have spent, recording the total and the amount they have left in the spaces provided.



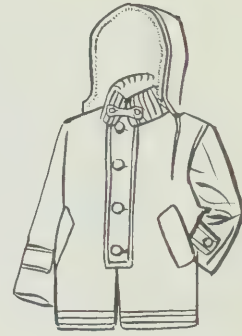
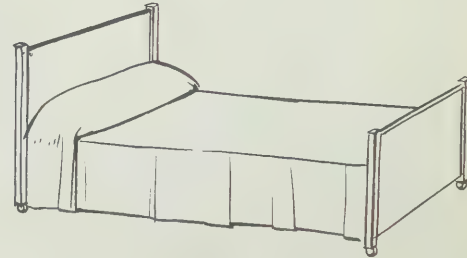
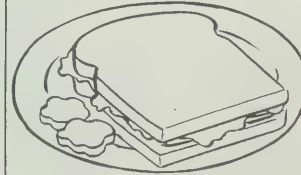
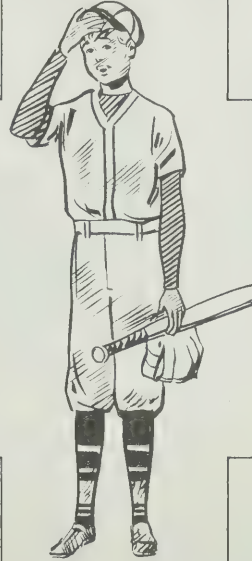
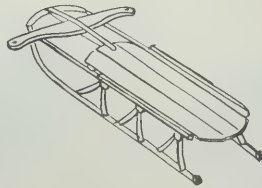
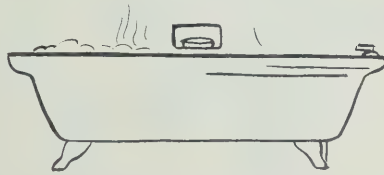
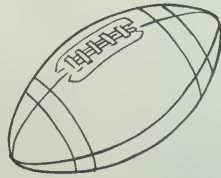
I spent _____ dollars.

I have _____ dollars left over.

10C: What Things Would This Boy Choose?

DIRECTIONS: The teacher should tell the children that the boy shown at the center is tired, hot, dirty, and hungry. The children should then examine the items pictured and decide which of them the boy would want, drawing a line

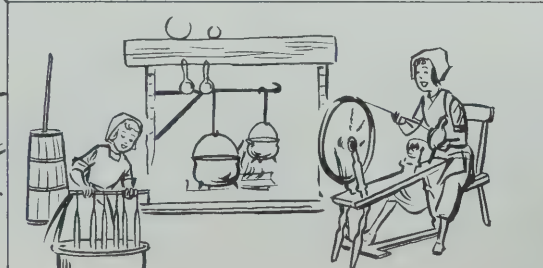
from the boy to each of these items. The teacher should explain to the children that the boy might at some time want all the items pictured, but that they are to pick only those that he would want under the present circumstances.



11A: Pioneer Life Was Tied to the Seasons

DIRECTIONS: To avoid confusion, the teacher should first explain what is being done in each of the eight pictures. The children should then study each picture and decide whether it shows a spring, summer, fall, or winter

activity, drawing a line from the picture to the portion of the center circle representing that season. Follow-up discussion can focus on why the pioneer's life was regulated by the round of the seasons.



11B: How People and News Traveled-Then and Today

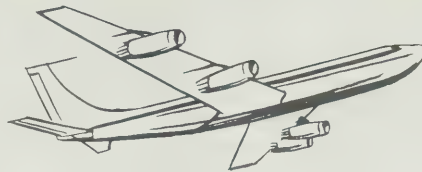
line following *Then* or *Today* at the bottom of the picture. Follow-up discussion can focus on how the limited means of communication available to the pioneer restricted his ability to trade, travel, and exchange ideas.

DIRECTIONS: The children should study each picture and decide whether the means of transportation or communication shown is one that was used in pioneer times or one that is used today. They are then to mark an X on the



Then _____

Today _____



Then _____

Today _____



Then _____

Today _____



Then _____

Today _____



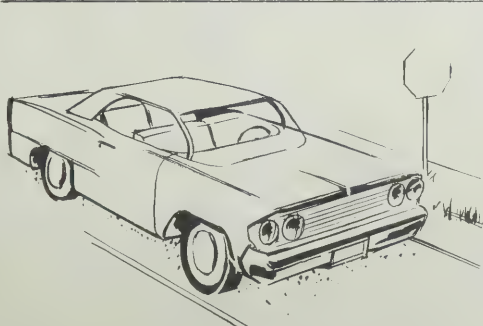
Then _____

Today _____



Then _____

Today _____



Then _____

Today _____



Then _____

Today _____



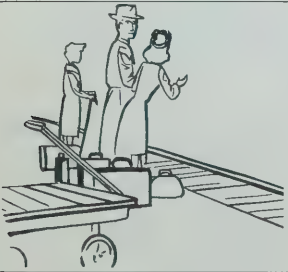
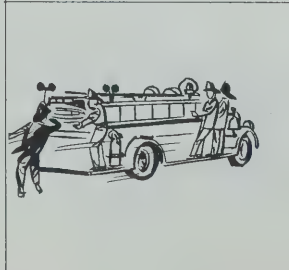
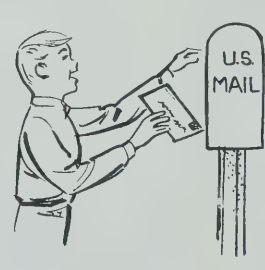
Then _____

Today _____

12A: What Will Happen Next?

DIRECTIONS: The children should inspect each panel to figure out what is happening in each picture. Then they draw a line from each item on the left of the panel to the item on the right that would most probably follow it. The

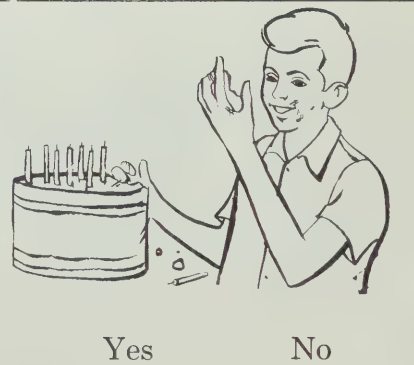
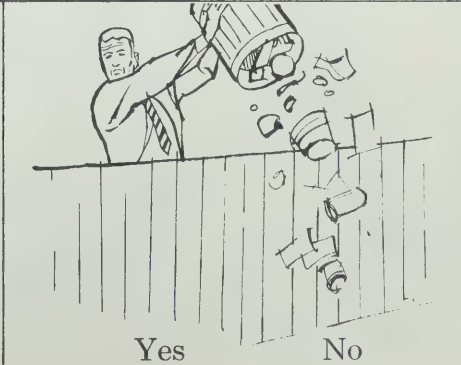
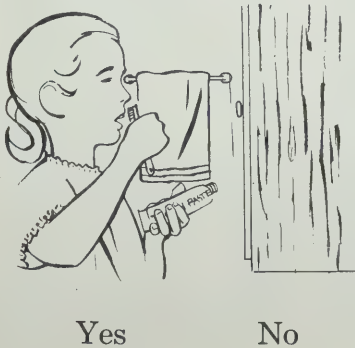
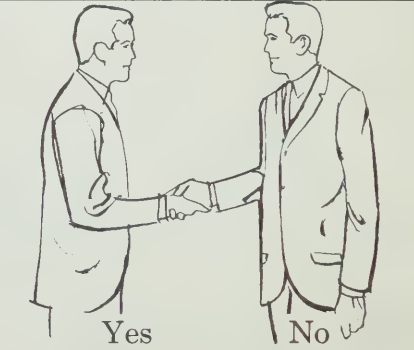
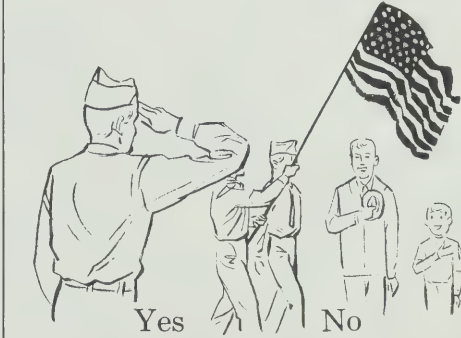
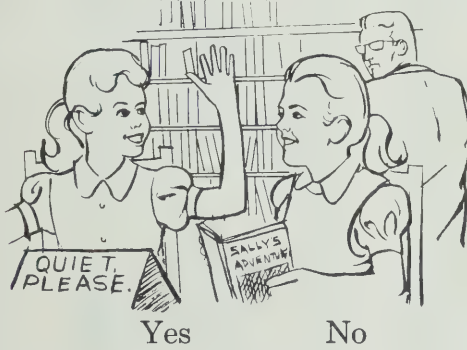
activity should be used to illustrate the high degree of predictability of events that people customarily take for granted.



12B: Who Is Following the Custom?

toms of our society. If so, the children are to circle the word *Yes* at the bottom of the picture; if not, they circle the word *No*. Suggestions for a follow-up discussion are to be found in the Resource Unit.

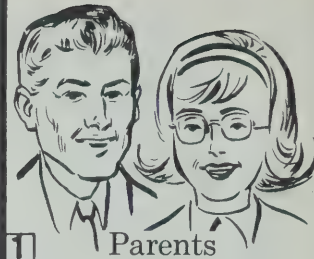
DIRECTIONS: To avoid possible confusion, the teacher can first briefly explain what is happening in each picture. The children should then study the pictures and decide whether the people shown are following the accepted cus-



12C: Who Will Do the Punishing?

DIRECTIONS: The teacher should first explain what is happening in each of the nine situation pictures and identify those shown in the right-hand column who may punish the rule breakers. The children should study each situation

and decide which of the possible punishers would be most likely to punish the child who is breaking a rule. They then write the corresponding number in the box below the situation picture.



1 Parents



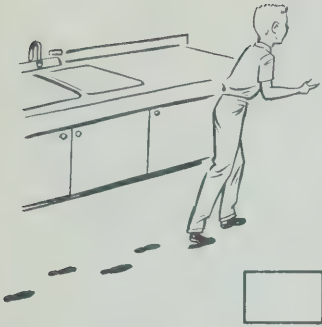
2 Friends



3 Teacher

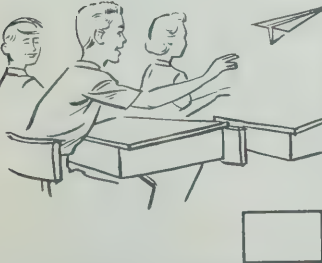


4 Policeman



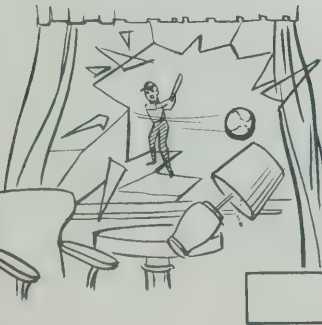


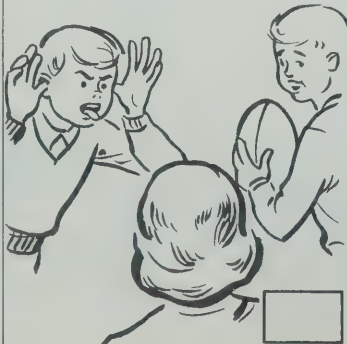














13A: What Do Producers Do?

production of goods. They are then to answer each question by drawing a circle around the *Yes* or the *No* following the question. Discussion suggestions are to be found in the Resource Unit.

DIRECTIONS: To ensure that the children understand the questions, the teacher can read through them with the class. The children should consider just what each of the producers does, and whether this is production of services or



Is your father a producer?

Yes

No



Does a nurse produce goods?

Yes

No



Does a fireman produce services?

Yes

No



Does a doctor produce services?

Yes

No



Does a teacher produce goods?

Yes

No



Does a baker produce goods?

Yes

No



Does a mailman produce services?

Yes

No



Does a pilot produce goods?

Yes

No



Does a farmer produce goods?

Yes

No



Does a toy maker produce services?

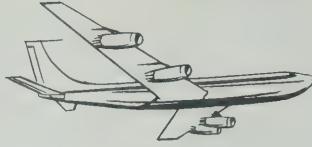
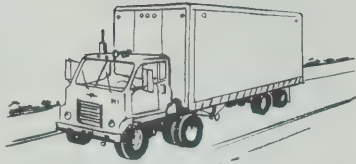
Yes

No

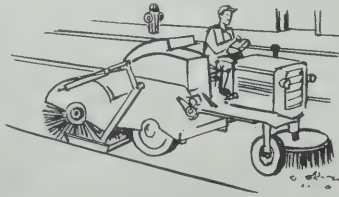
13B: Old and New Jobs

DIRECTIONS: The children should study each of the items pictured and decide whether the job connected with it is old or new. They then write the word *old* or *new* in the space under the picture. (If the teacher thinks it necessary,

he can avoid possible confusion by identifying each item before the children begin the activity.) Guidelines for a follow-up discussion are to be found in the Resource Unit.



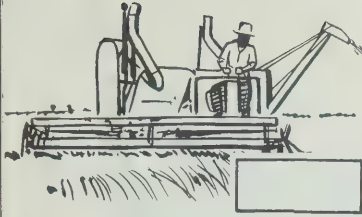




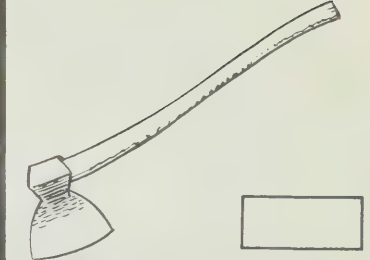
13C: Old and New Tools

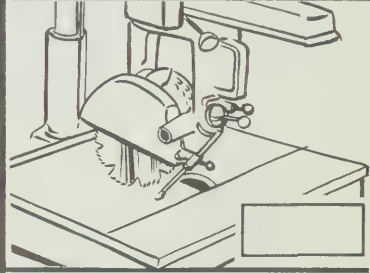
they write the word *old* or *new* in the box at the lower right-hand corner of the picture. Suggestions for a follow-up discussion are to be found in the Resource Unit.

DIRECTIONS: The teacher should first identify each of the tools or machines pictured. The children should then study each tool or machine and decide whether it was used in pioneer times or is used today. When they have decided,

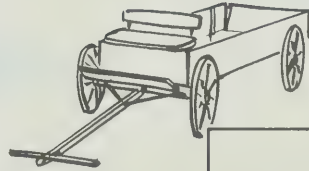






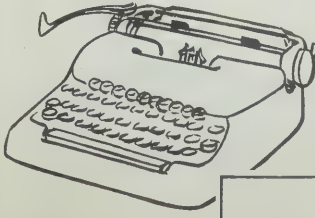


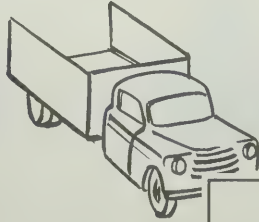




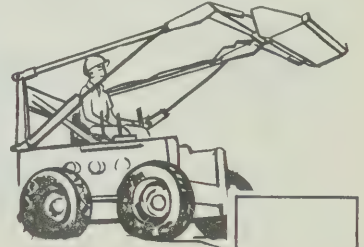






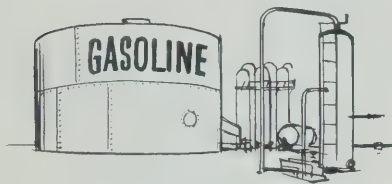




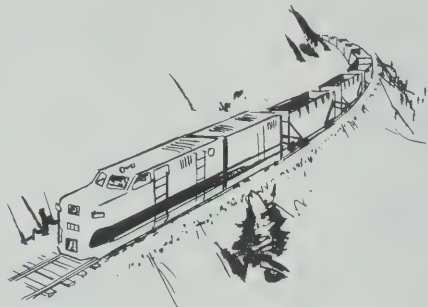


14A: How Do They Travel?

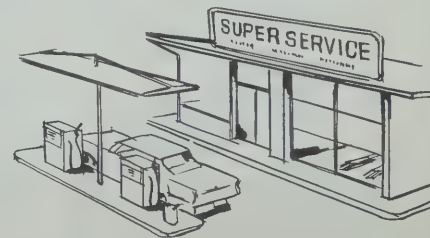
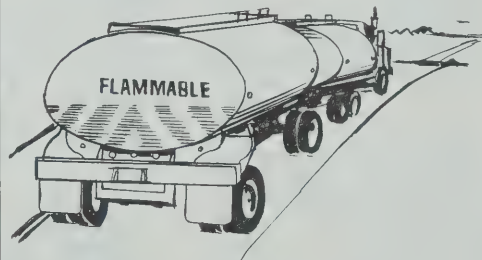
What Goes



How It Goes



Where It Goes



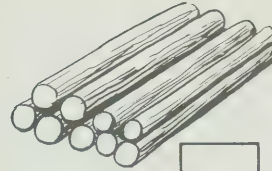
DIRECTIONS: The teacher should first identify the objects shown, without, however, revealing the answers. (The truck should be called a tank truck, not a gas truck, and so on.) The children then study each of the goods in the

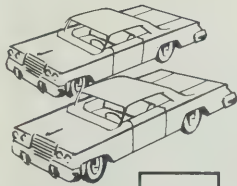
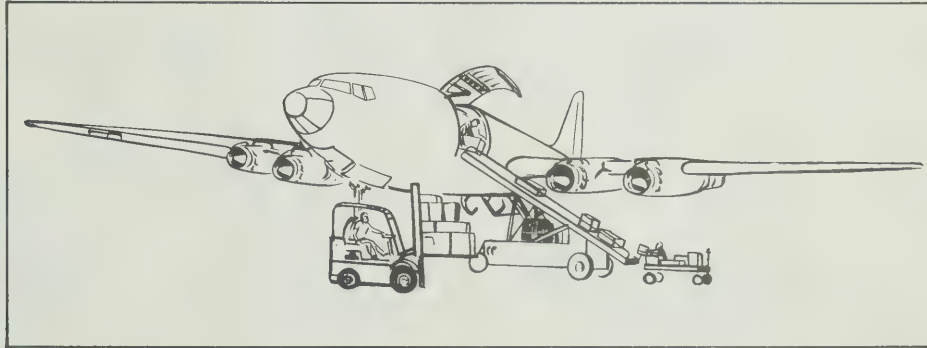
left-hand column and decide which means of transportation would be best for it, drawing a line joining the two. They then decide which of the scenes at right is probably the good's destination and continue the line to it.

14B: What Would You Send by Airplane?

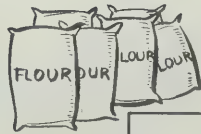
der each item that they would send by plane. (The teacher might want to remind the class beforehand that small, valuable, or perishable items would be best sent by airplane.)


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DIRECTIONS: The teacher should first identify each of the objects pictured. The children should then study each item and decide whether it would be practical and desirable to send the item by airplane, marking an X in the box un-

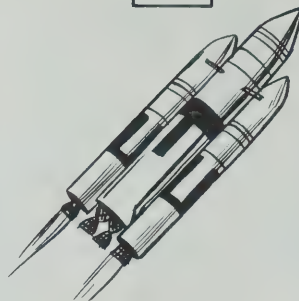
14C: Transportation Changes All the Time

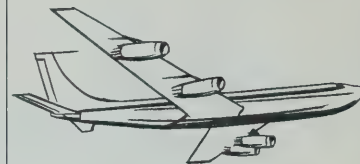
DIRECTIONS: The children should study the various forms of air, sea, and rail transportation shown. Then, taking each row separately, they should decide which was the earliest stage of development of each type of transport.

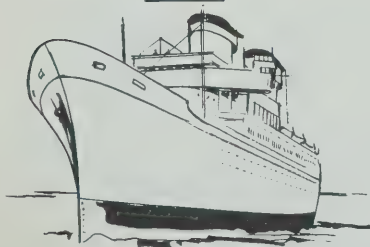
marking a 1 in the box over its picture; then which stage was next, marking a 2 in the box; and so on through the four pictures in each row. Suggestions for a follow-up discussion are to be found in the Resource Unit.

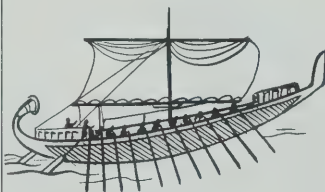








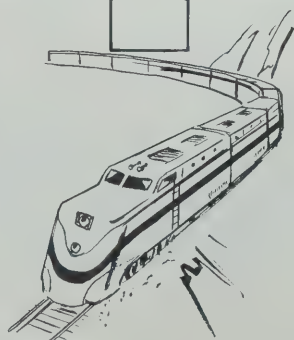


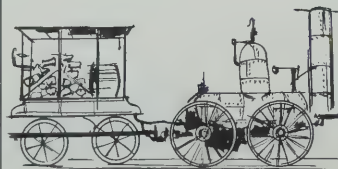














15A: How Much Would You Pay?

would pay for it. They then draw a circle round that figure. If the children have difficulty with relative values or the value of money, the activity can be used as an introduction to these concepts.

DIRECTIONS: The teacher should first read through each question and the possible answers with the class. The children should then study the item pictured, consider its worth to them, and decide which of the three prices offered they



How much would you pay for a lollipop?

5¢ \$5 \$50



How much would you pay for a balloon?

10¢ \$10 \$100



How much would you pay for an ice-cream cone?

10¢ \$1 \$2



How much would you pay for a candy bar?

5¢ 50¢ \$1



How much would you pay for a gum ball?

1¢ 10¢ 25¢



How much would you pay for a bicycle?

\$5 \$50 \$500



How much would you pay for a pencil?

5¢ \$1 \$2



How much would you pay for a loaf of bread?

1¢ 25¢ \$1



How much would you pay for a hot dog?

1¢ 25¢ \$1



How much would you pay for an apple?

5¢ 50¢ \$1

15B: Who Can Trade?



I have a car.
I want a ball.



I have a boat.
I want a ball.

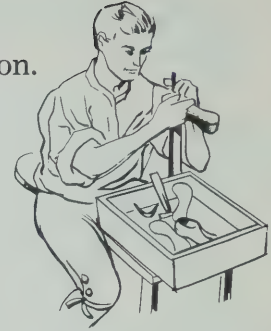


I have a boat.
I want a car.



I have a car.
I want a boat.

I have shoes.
I want a wagon.



I have a horse.
I want shoes.

I have a gun.
I want a horse.



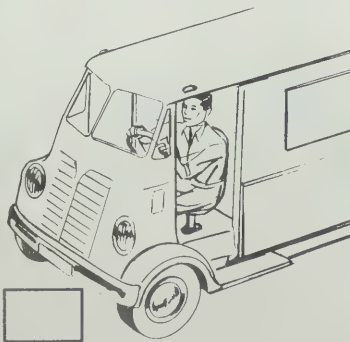
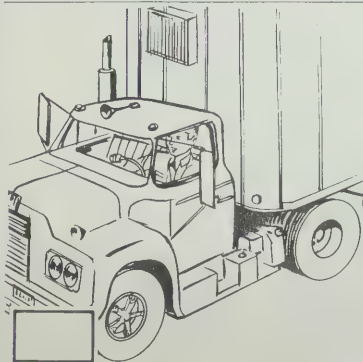
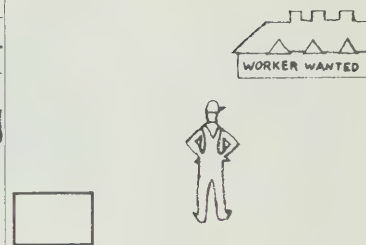
I have a wagon.
I want shoes.

DIRECTIONS: To ensure that the children understand what each person shown has and what he wants, the teacher should first read with the class the statements of the people pictured, taking each panel separately. The children should

decide which pair of people in each panel would be able to trade what they have for what they want. They should then draw a line connecting the correct pair in each panel.

16A: Who Earns More?

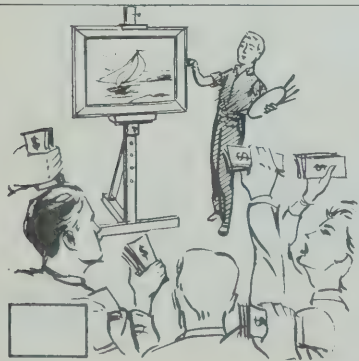
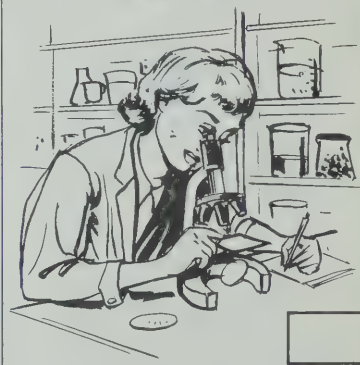
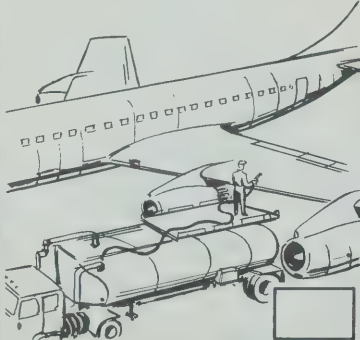
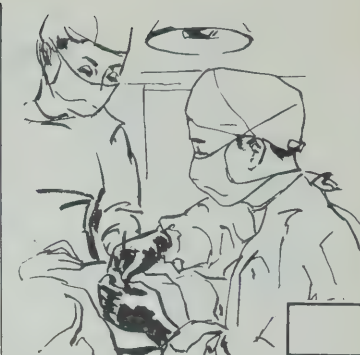
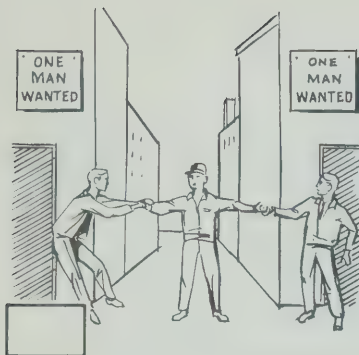
DIRECTIONS: To ensure that the children understand what the people in each picture are doing and can thus decide which of them earns more, the teacher should first go through the pictures with the class and explain just what is happening in each. The children should then study each pair of pictures and decide which member of each pair would probably earn more, marking an X in the box located in the corner of that picture.



16A: Who Earns More?

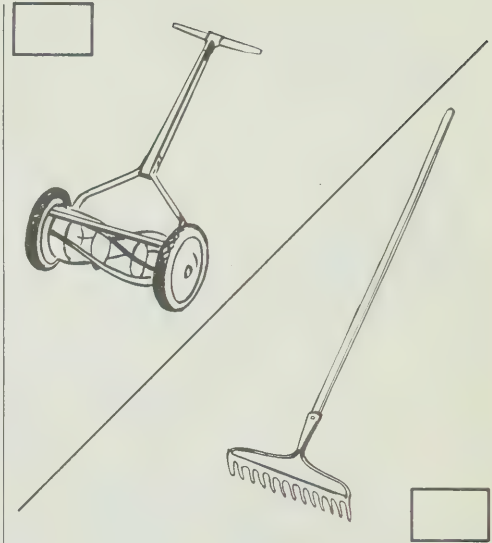
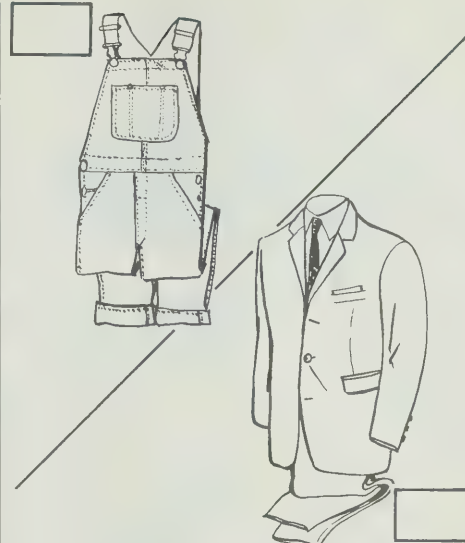
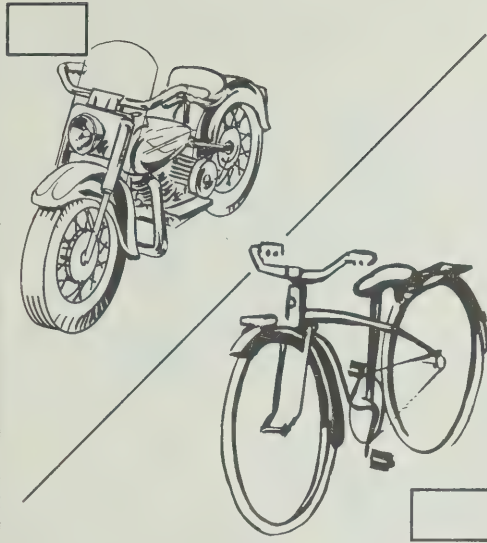
DIRECTIONS: This page is a continuation of Activity 16A and is to be done in exactly the same way. Guidelines for a follow-up discussion and more detailed information on the

activity itself, including a complete explanation of the content of each pair of pictures, are to be found in the Resource Unit.

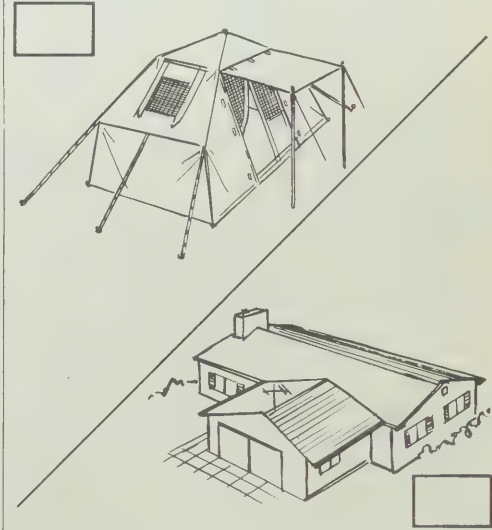
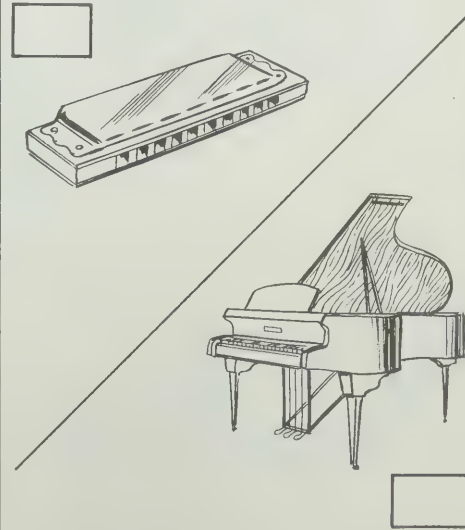


17A: Which Costs More?

children should become aware that producers make a variety of goods that have different prices. For suggestions concerning a follow-up discussion, see the Resource Unit.



DIRECTIONS: The children should study each pair of pictures and decide which of the two items would cost more. They then mark an X in the box at the corner of the picture of the item that costs more. In completing the activity the

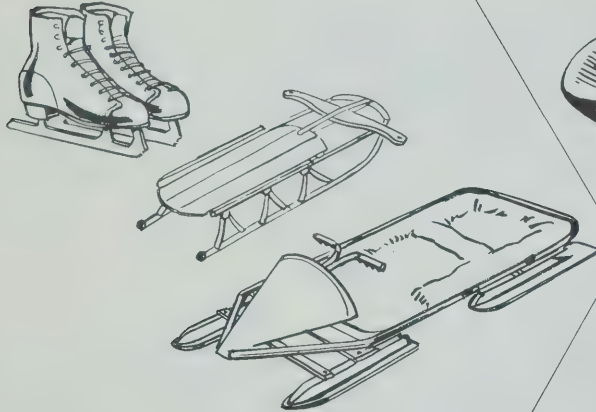




17B: When Can You Pay Less?

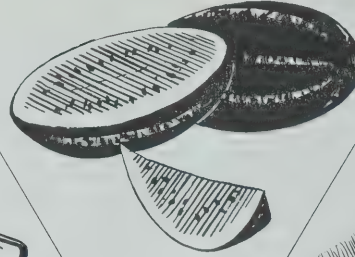
DIRECTIONS: The teacher should first remind the children that supply and demand affect the price of goods. The children should then study each picture and decide whether the goods shown would be cheaper in summer or in winter.

When they have decided, they are to mark an X in the "Summer" or "Winter" box accompanying that item. Suggestions on how the activity should be followed up are contained in the Resource Unit.

Winter	Summer
	





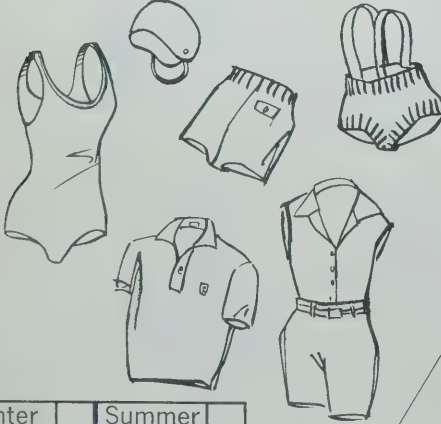
Winter	Summer
	





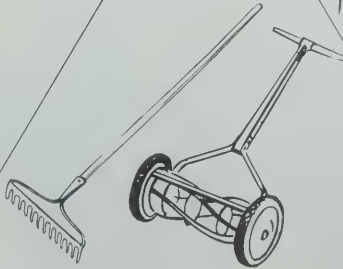
Winter	Summer
	





Winter	Summer
	



Winter	Summer
	



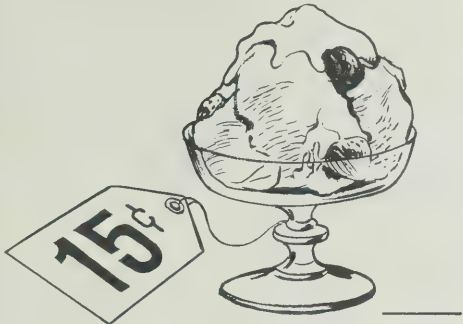
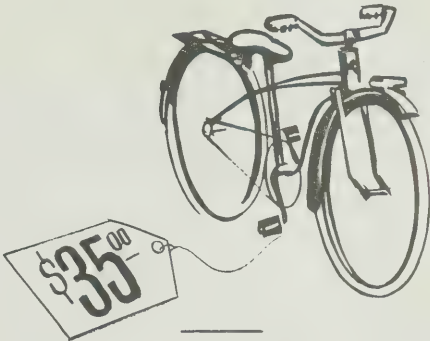



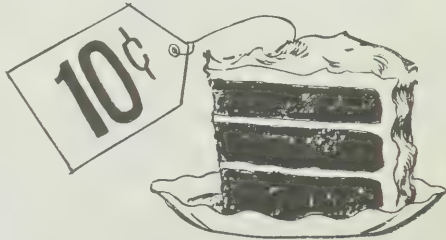

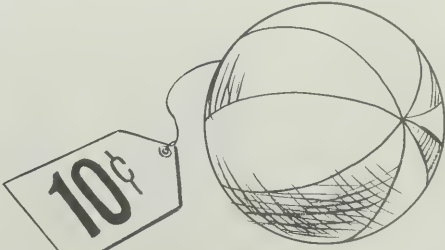
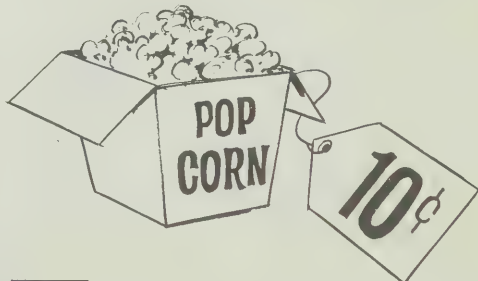
Winter	Summer
	



17C: What Would You Buy If You Had Ten Cents?

that item. The activity demonstrates that people tend to buy the cheapest item if quality and quantity are equal; that income limits choice, as in the second column, where only one item is within reach; and that tastes vary.

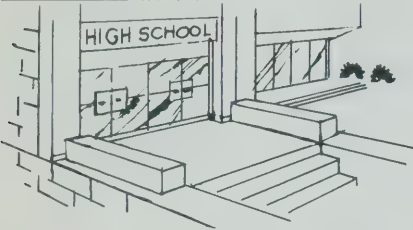
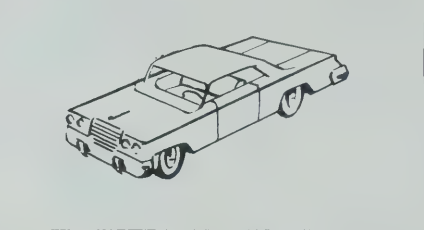
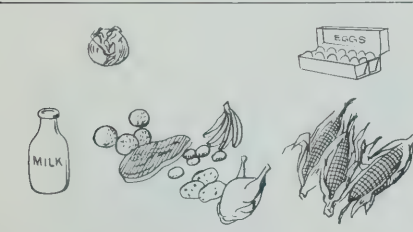

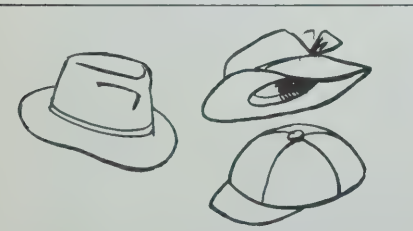

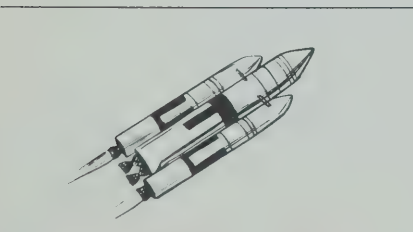

DIRECTIONS: The children should study the items in each column and the prices accompanying them. They then decide which item in each column they would want to buy if they had ten cents and mark an X on the line next to

What It Costs	What We Have	What We Like
 _____	 _____	 _____
 _____	 _____	 _____
 _____	 _____	 _____

18A: Who Pays for What We Use?

DIRECTIONS: The teacher should first read aloud the column headings and identify the eight objects shown so as to avoid any possible confusion on the part of the children. The children should then study each of the items

pictured and decide whether it is something that would be bought by their family individually or by all families together through taxes. When they have decided, they mark X in the correct column next to each picture.

What we use	Our family by itself	All families with taxes	What we use	Our family by itself	All families with taxes
					
					
					
					

18B: Are These People Paid with Taxes?

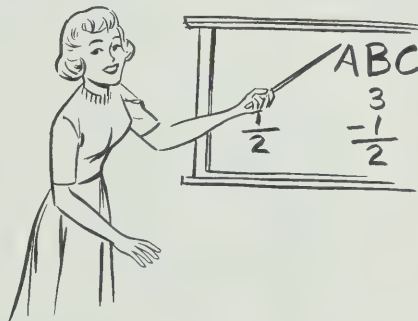
hand corner of the picture. If not, they should write *no* on the line. To avoid confusion as to the occupations of the people pictured, the teacher can identify them for the children before they begin the activity.













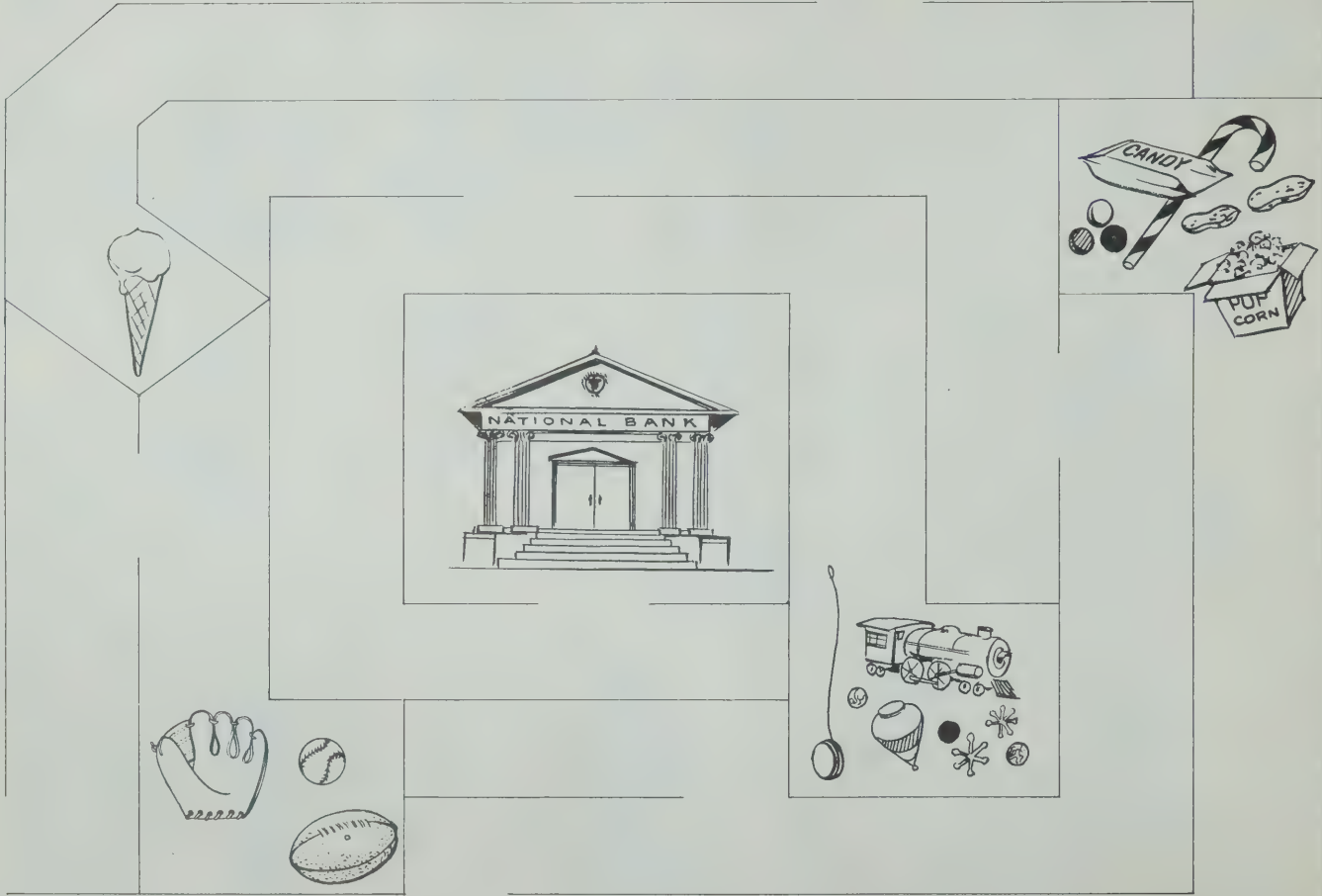






DIRECTIONS: The children should study each picture and decide whether or not the people shown are paid through taxes. If the children think that they are, they should write the word *yes* on the line in the lower right-

19A: How Does Bill Take His Savings to the Bank?

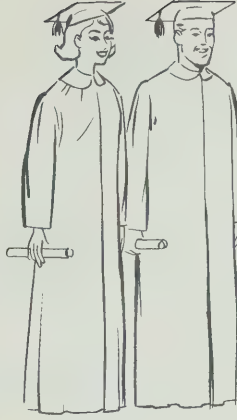


DIRECTIONS: The teacher should explain that the object of the game is to get from the point in the upper left-hand corner where Bill is standing to the bank in the center of the page without crossing any lines. The children then trace

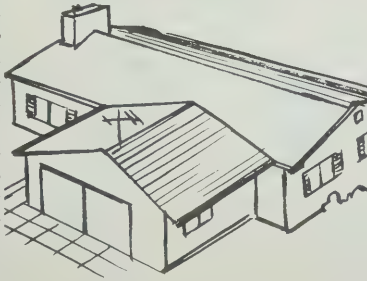
a path with a pencil. They should note that whenever they reach a dead end, their path is blocked by things on which Bill might spend his money instead of saving it. For follow-up discussion see the Resource Unit.

19B: What Did These People Save For?

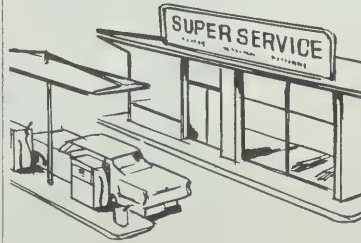
When the children have decided which object the people in a picture have saved for, they are to write the number of that object on the line at the bottom of the picture. (Advanced classes can write out the whole name of the object.)



DIRECTIONS: The children should study the people in the top row and decide which of the objects in the bottom row they have most probably saved for. (The teacher should read aloud the names of the objects in the bottom row.)



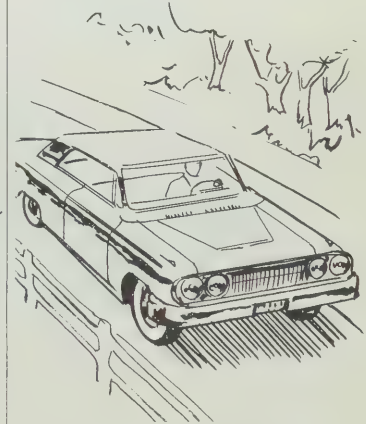
1. House



2. Business



3. School

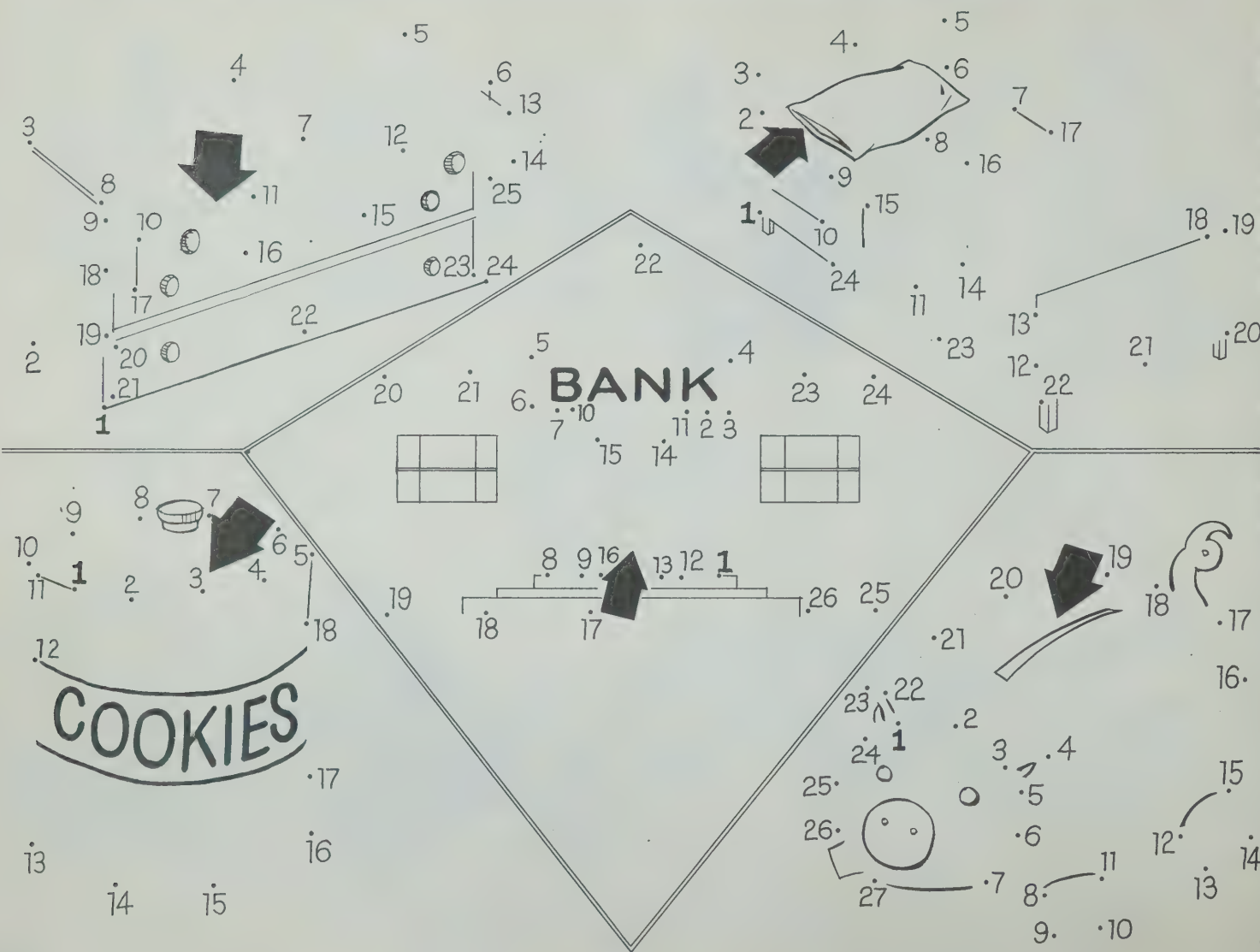


4. Car

19C: Which Is the Best Place to Keep Your Savings?

DIRECTIONS: The children complete each picture by drawing a line from dot No. 1 to 2, to 3, and so on until they reach the last dot. When they have completed all five pictures, they should decide which of the places shown

would be the best place in which to put their savings and mark an X beside the arrow in that picture. The follow-up discussion should be concerned with the relative merits of each place and bring out why the bank is the safest.



20A: What Happens at the Bank?

on the proper sequence from saving through lending and repayment, to payment of interest, they number each action in order by writing the numeral 1, 2, 3, or 4 on the line in the lower right-hand corner of each picture.



The bank lets a man use the savings. _____



The bank pays savers for the use of their savings. _____

DIRECTIONS: The teacher should read aloud the legend under each picture and make sure that the children understand it. The children should then decide which action happens first, which second, and so on. When they have decided



Many people put savings in the bank. _____



The man pays back the savings and a little more. _____

20B: What Must the Bank Learn?



How big are his shoes? _____



What does he eat? _____



Why does he want the money? _____



Is he honest? _____



Does he do his work well? _____



Does he play football? _____



Does he save his money? _____



How tall is he? _____



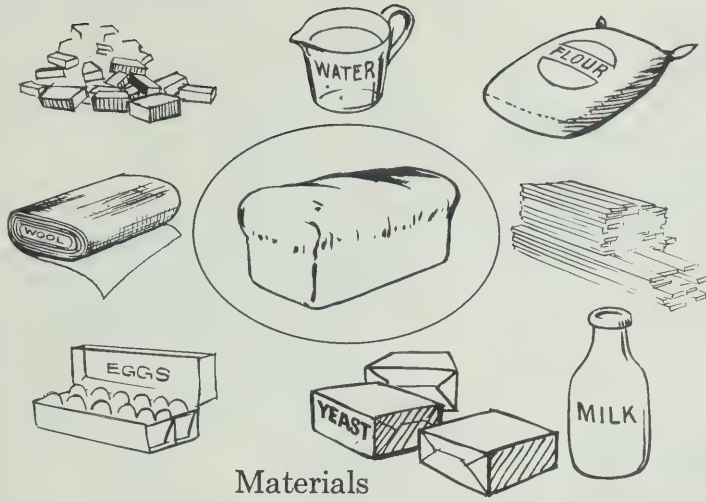
Is his plan a good one? _____

DIRECTIONS: The teacher should read aloud the legend under each picture and make sure that the children understand it. The children should then study each picture and decide whether or not it represents information that the

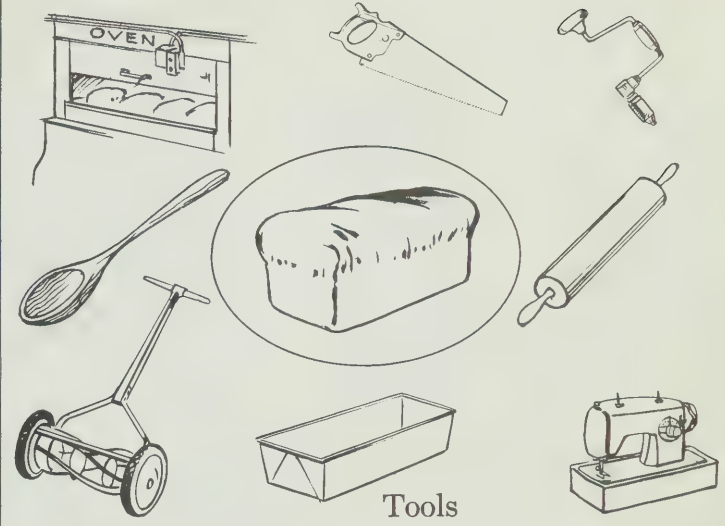
bank should know before it loans a man money to go into business. If they think it does, they should write *yes* on the line in the lower right-hand corner. If they think the bank does not need the information, they should write *no*.

21A: What Will the Baker Need?

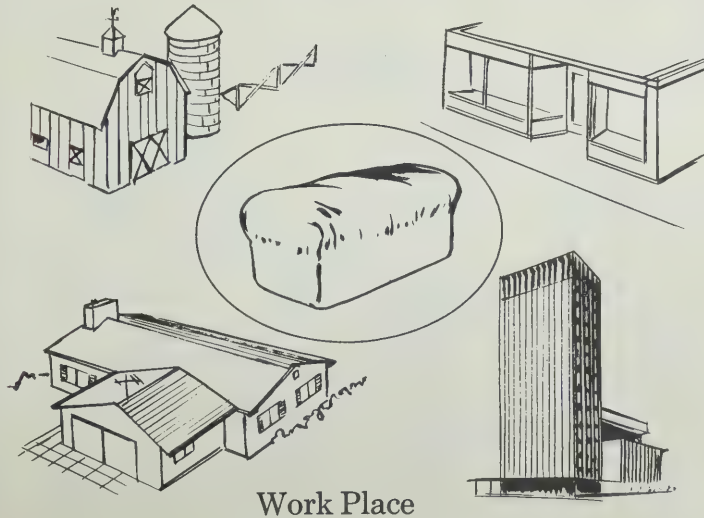
needs to make bread. When they have decided, they draw a connecting line from the loaf of bread in the center of the panel to each of the items needed. Follow-up discussion should bring out why these things are needed.



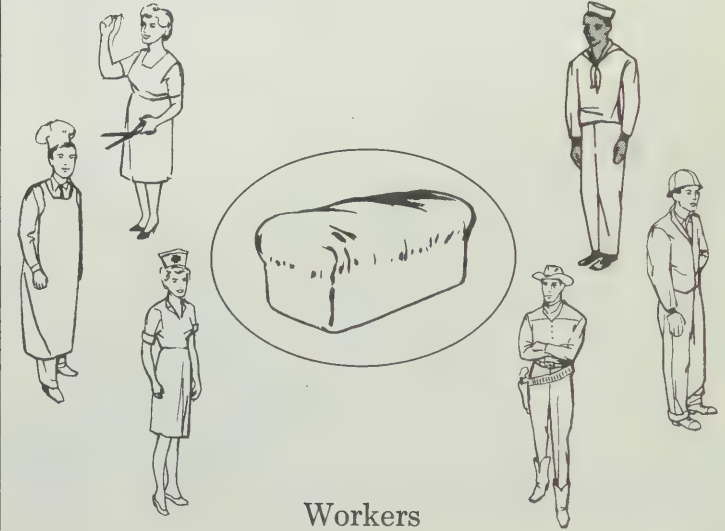
Materials



Tools



Work Place



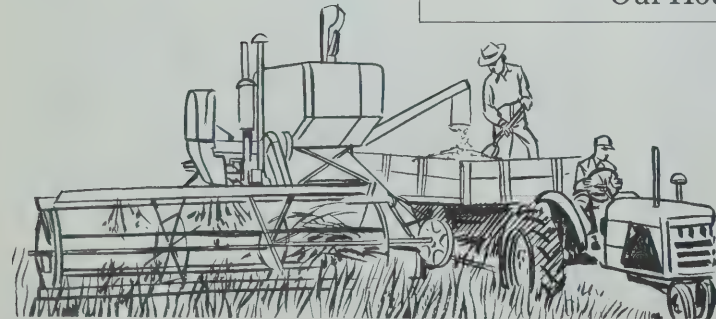
Workers

DIRECTIONS: To avoid possible confusion, the teacher should read aloud the heading and identify the objects in each of the four panels. The children should then study the objects in each panel and decide which of them the baker

21B: How Do We Get Our Bread?



Farm _____



DIRECTIONS: To avoid confusion, the teacher should first read aloud the legend under each picture and make sure that the children understand its content. The children study the pictures and decide what happens first, second,

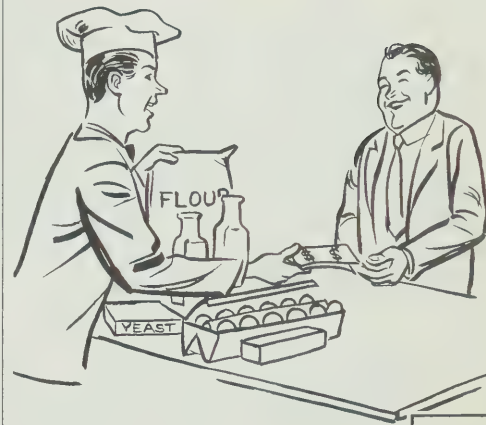
and so on, in the process of bringing bread to their homes. They then indicate the proper place of each picture in the sequence by writing the numeral 1, 2, 3, 4, or 5 on the line following the legend.

21C: What Happens to Savings?

teacher can explain the action in each picture beforehand.) They then indicate the place of each picture in the sequence by writing the numeral 1, 2, 3, 4, 5, or 6 in the box in the lower right-hand corner of the picture.



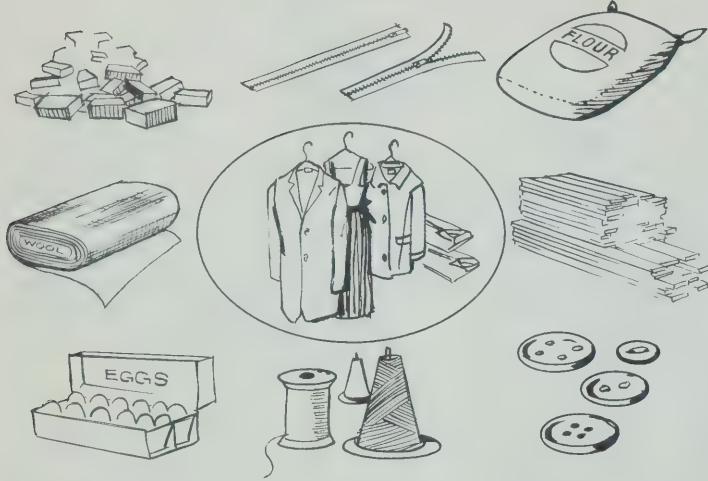
1



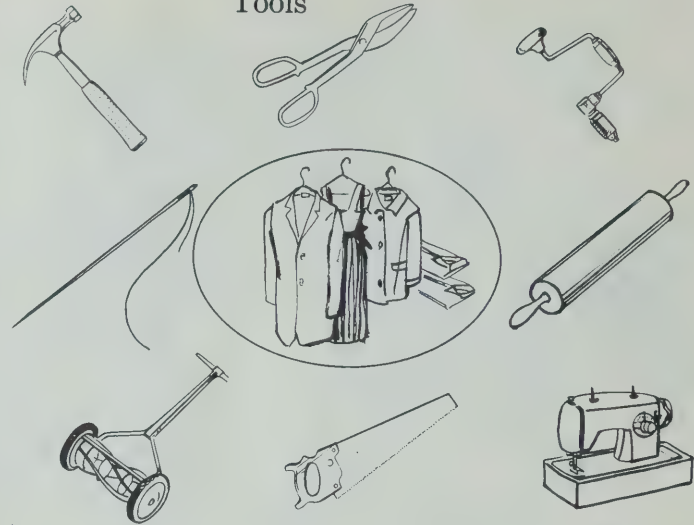
DIRECTIONS: The children should study the pictures and decide what happens first, second, and so on, in the sequence of saving, lending, establishing a business, producing, selling, and repaying the loan. (If necessary, the

22A: What Will the Clothes Maker Need?

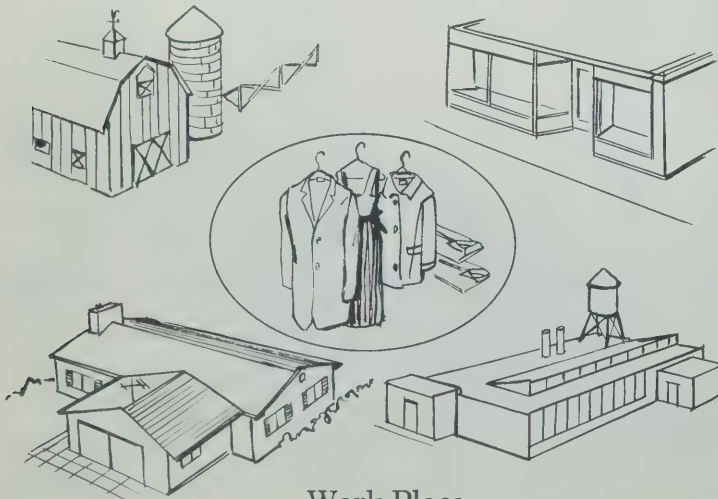
Materials



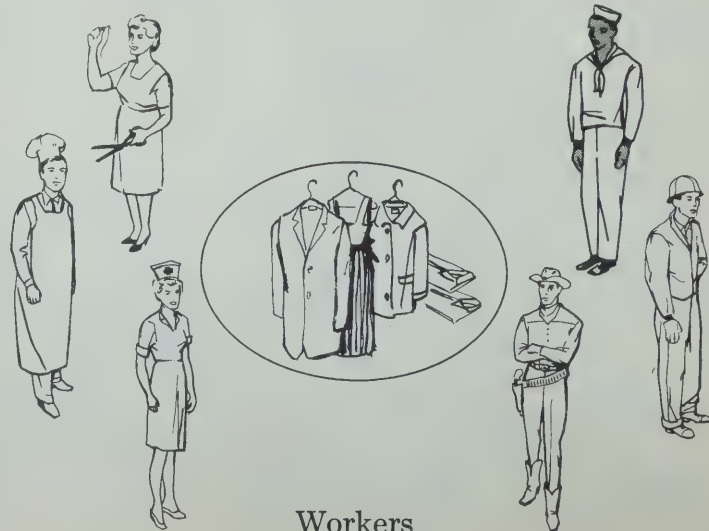
Tools



Work Place



Workers



DIRECTIONS: The teacher should read aloud the heading and identify the objects in each of the four panels. The children should then study the items in each panel and decide which of them the clothes maker needs to make

clothes. Then they draw a connecting line from the clothes in the center of the panel to each of the objects needed. Follow-up discussion should bring out why these things are needed.

22B: How Do We Get Our Clothes?

DIRECTIONS: The teacher should first read aloud the legend under each picture and make sure that the children understand its content. The children study the pictures and decide what happens first, second, and so on, in the process of bringing clothes to their homes. They then indicate the proper place of each picture in the sequence by writing the numeral 1, 2, 3, 4, or 5 on the line following the legend.

Clothes Factory _____



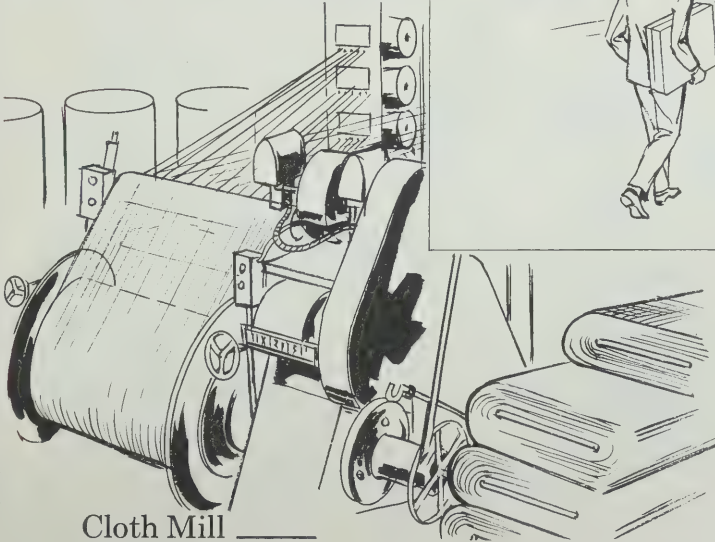
Sheep Ranch _____



Our House _____



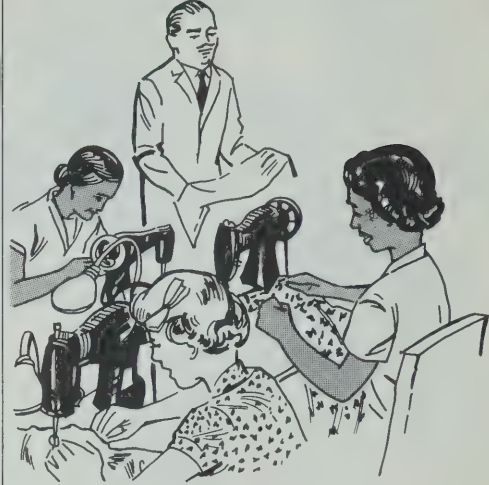
Cloth Mill _____



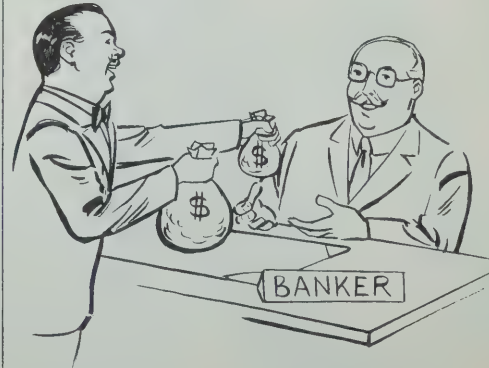
Store _____



22C: What Happens to Savings?



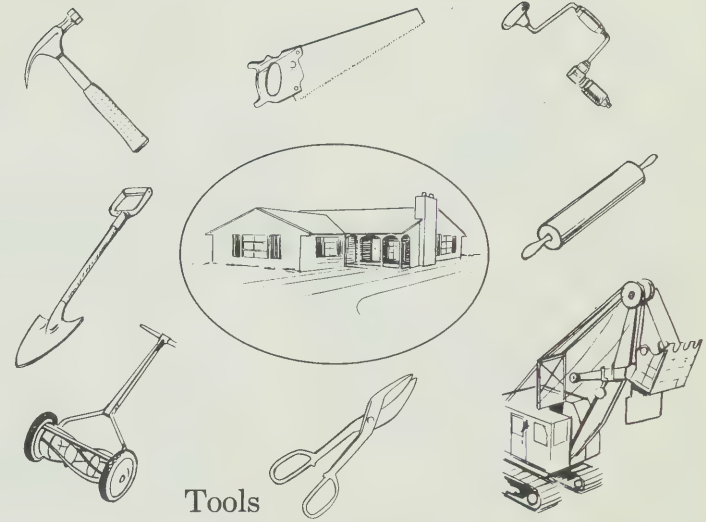
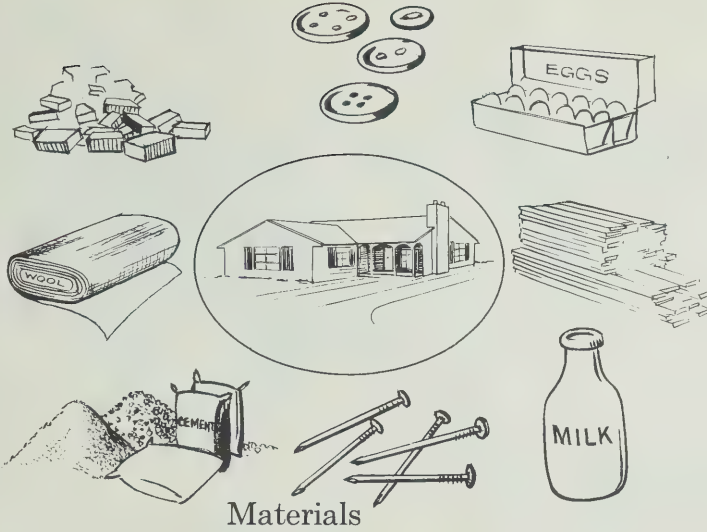
DIRECTIONS: The children should study the pictures and decide what happens first, second, and so on, in the sequence of saving, lending, establishing a business, producing, selling, and repaying the loan. (If necessary, the



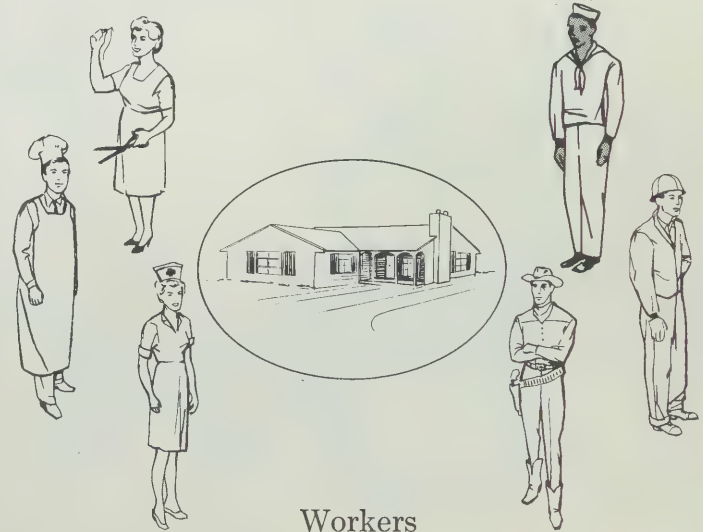
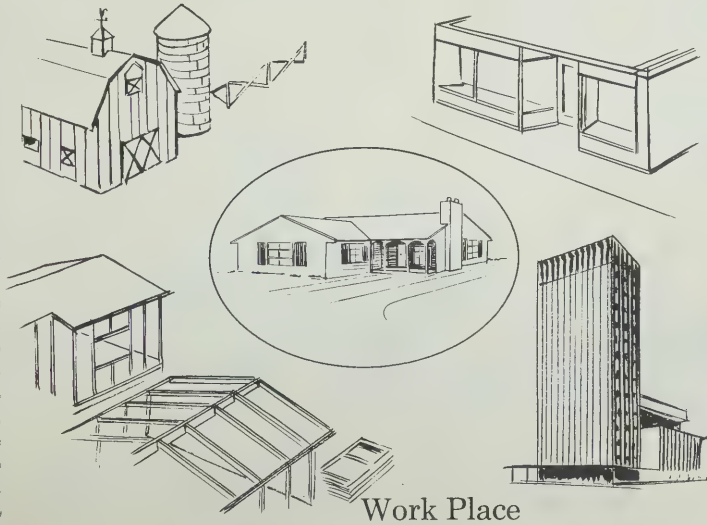
teacher can explain the action in each picture beforehand.) They then indicate the place of each picture in the sequence by writing the numeral 1, 2, 3, 4, 5, or 6 in the box in the lower right-hand corner of the picture.

23A: What Will the Builder Need?

When they have decided, they draw a connecting line from the house in the center of the panel to each of the items needed. Follow-up discussion should bring out why these things are needed.

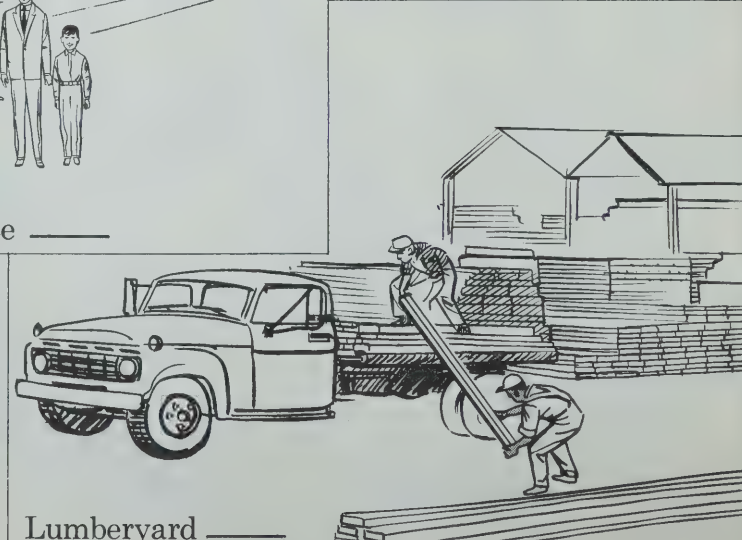
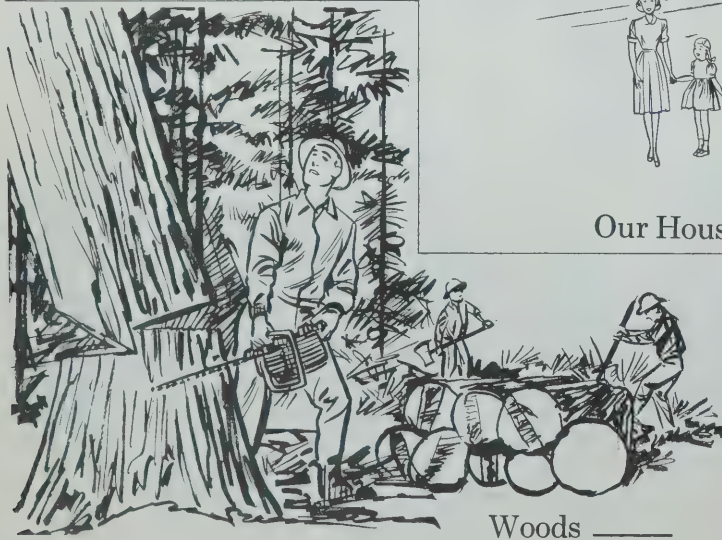
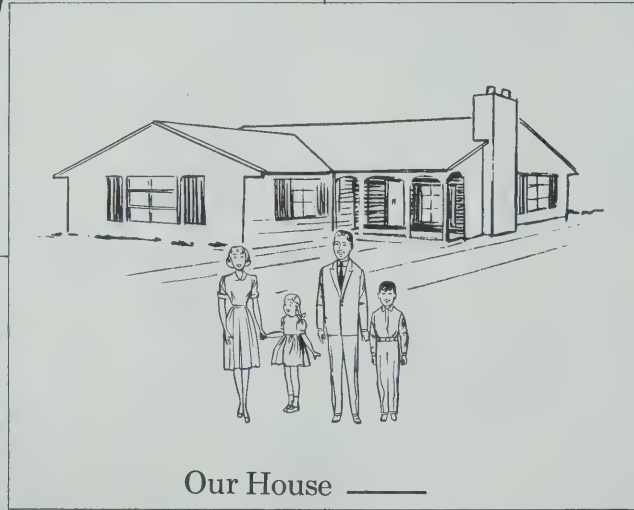
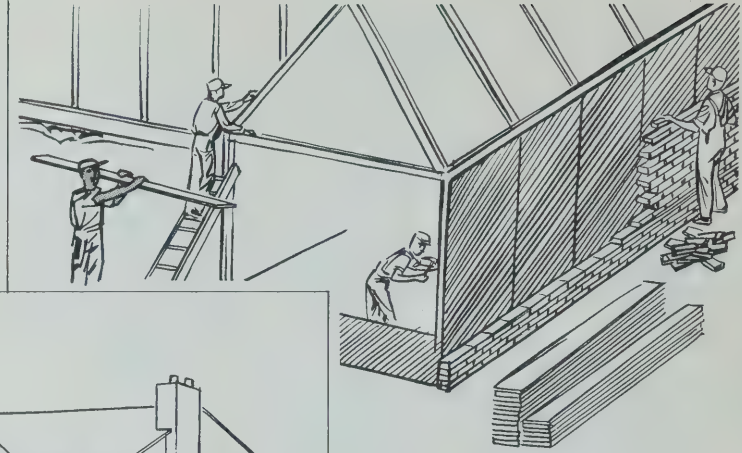


DIRECTIONS: The teacher should read aloud the heading and identify the objects in each of the four panels. The children should then study the objects in each panel and decide which of them the builder needs to build houses.



23B: How Do We Get Our Houses?

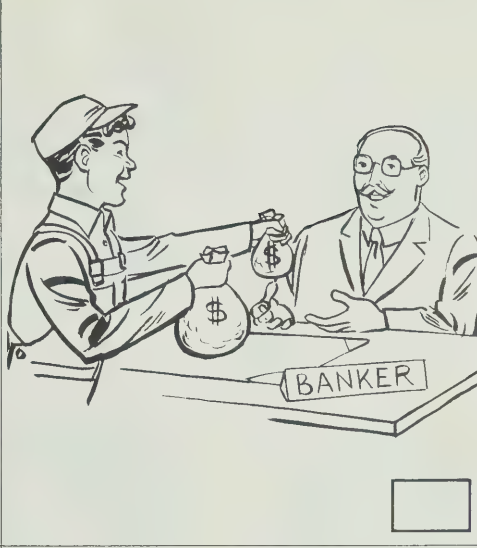
DIRECTIONS: The teacher should first read aloud the legend under each picture and make sure that the children understand its content. The children study the pictures and decide what happens first, second, and so on, in the process



of building homes. They then indicate the proper place of each picture in the sequence by writing the numeral 1, 2, 3, 4, or 5 on the line following the legend.

23C: What Happens to Savings?

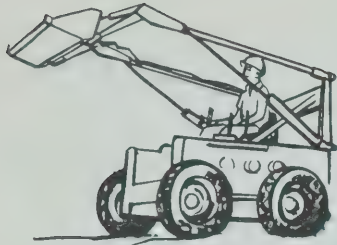
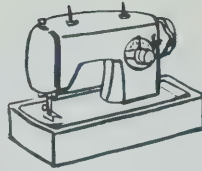
teacher can explain the action in each picture beforehand.) They then indicate the place of each picture in the sequence by writing the numeral 1, 2, 3, 4, 5, or 6 in the box in the lower right-hand corner of the picture.

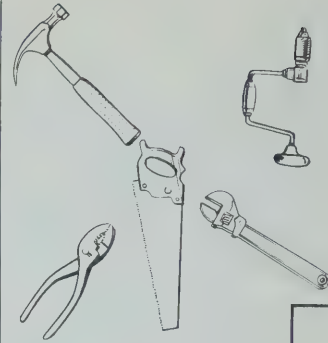


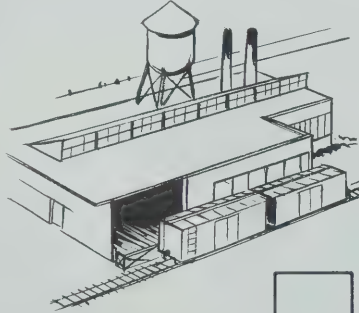
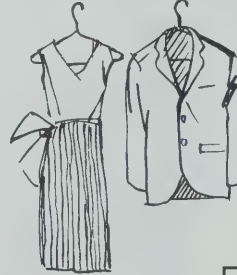
DIRECTIONS: The children should study the pictures and decide what happens first, second, and so on, in the sequence of saving, lending, establishing a business, producing, selling, and repaying the loan. (If necessary, the



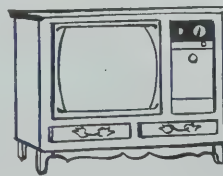
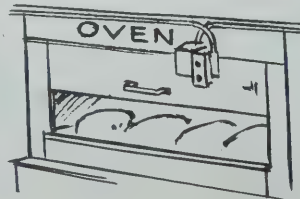
24A: Which of These Help Us to Produce?


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DIRECTIONS: The children should study each of the items pictured and decide whether it is something that helps us to produce or is something that can only be consumed. If they think it helps us to produce, they mark

an X in the box in the lower right-hand corner of the picture. Discussion can bring out that savings are needed to purchase such goods. These savings may be the businessman's own savings or other people's savings that he borrows.

24B: Buying Keeps Producers Going

first in the process of producing, paying wages, selling, and producing again. Children then indicate the order of each row by writing 2, 3, or 4 (1 has already been indicated) at the lower right-hand corner.

DIRECTIONS: The children should first look at the pictures in the first column and see that the bakers, clothing makers, and builders are busily producing. Then they study the pictures in each row and decide what happens



25A: What Happens When Things Are Not Bought?

DIRECTIONS: The children should examine each of the pictures in the top row and decide what it is that is not being bought. They should then study each of the situations in the bottom row and see that lack of customers has

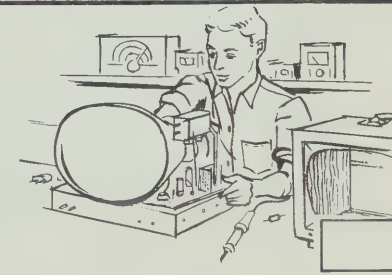
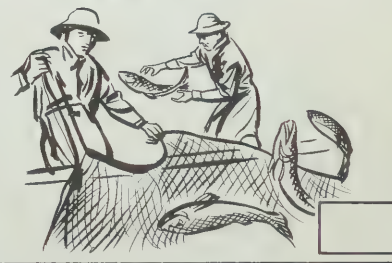
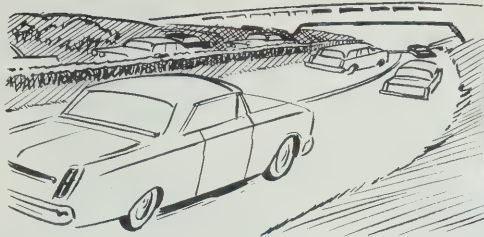
caused the workers to be idle. They should then match the pictures in the top row with those in the bottom by drawing lines connecting them.



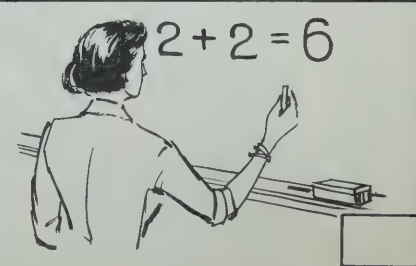
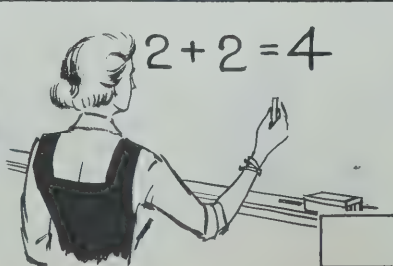
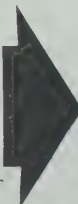
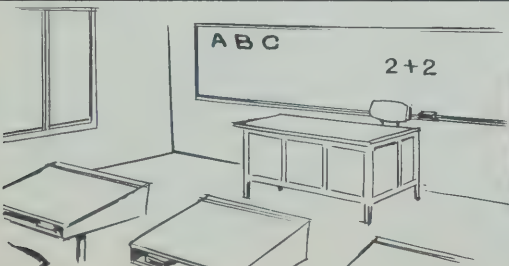
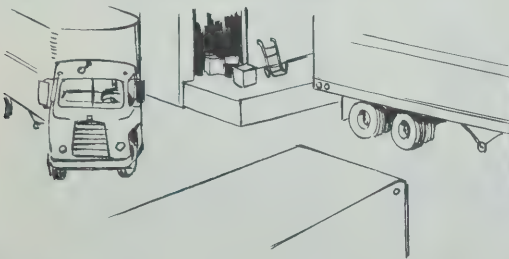
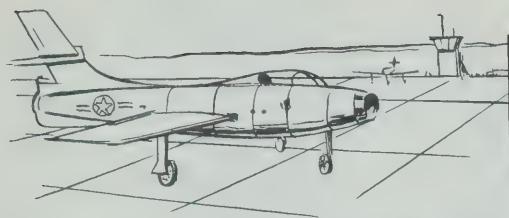
25B: Which Producers Will Have Work Here?

work because he is helping to produce what is being consumed. They indicate their choice by marking an X in the box at the lower right-hand corner of the picture of the producer they think will have work.

DIRECTIONS: Taking each row separately, the children should study the scene at the left of the page and observe what is being used or consumed. They then examine the producers on the right and decide which of them will have



25C: Who Will Find Work Here?



DIRECTIONS: Taking each row separately, the children should study the scene at the left on the page and decide what type of job would be available at the work place shown. They then examine the people on the right and

decide which of them could find work because he or she would be able to do the kind of job that is available. They then mark an X in the box at the lower right-hand corner of the picture of the person they think would find work.

26A: Why People Choose Their Jobs

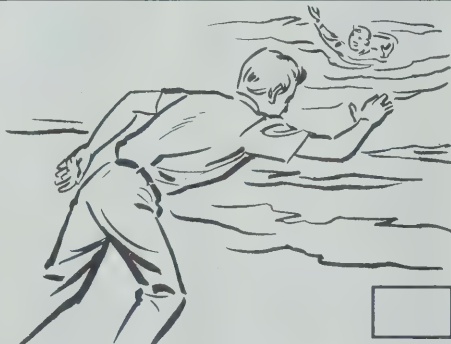
Are these jobs steady work?



Do these jobs need special abilities?



27A: Which of These People Might Be Volunteers?

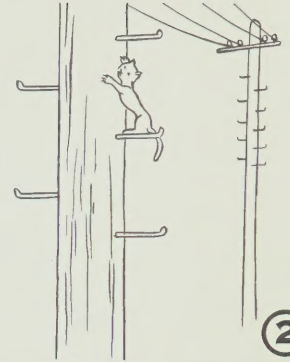


DIRECTIONS: The children should study each of the pictures and decide whether the people shown are doing volunteer work or simply their regular jobs. (The teacher can explain to the children beforehand just what the people

in each picture are doing.) The children then mark an X in the box at the lower right-hand corner of each picture showing an activity that they think would be done by volunteers.

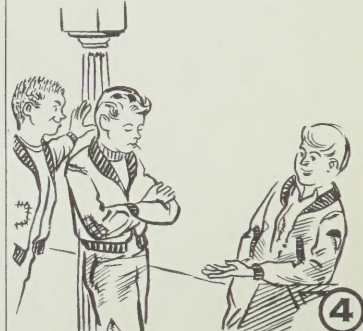
27B: How Can Volunteers Help?

and decide which situation a particular volunteer could best help to improve, writing the number of that situation on the line in the lower right-hand corner of the volunteer's picture.



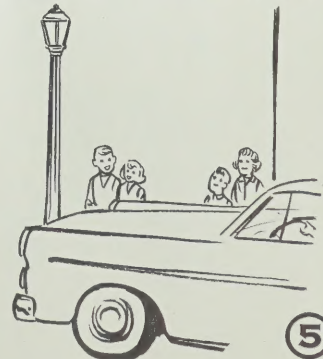
①

②



③

④



⑤



⑥

DIRECTIONS: The teacher can identify beforehand each of the volunteers shown on the left side of the page and briefly explain the situations shown on the right. The children then study the volunteers and situations shown

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